

A DESCRIPTIVE GRAMMAR OF GEBA KAREN

Naw Hsar Shee

Presented to Payap University in Partial Fulfillment
of the Requirements for the Degree of

MASTER OF ARTS IN LINGUISTICS

Faculty of Humanities

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I planted the seed, Apollos watered it, but God made it grow ~1Cor 3:6.

I would like to praise God for His grace to me, giving me this great opportunity to study linguistics at Payap, for listening to my prayers and for providing encouragement through His scripture. I am grateful to my mother and two brothers who provide for me both physically and spiritually and supported me through their prayers. I want to express my gratitude to my main thesis advisor Dr. Larin Adams and all the thesis committee members: Dr. George Bedell, Dr. Saranya Savetamalya and also Aj.Ken Manson, Aj.Doug Inglis for their guidance, advice, help encouragement and inspiration. I would also like to thank O.J.Gamache for his suggestions and checking my thesis.

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Naw Hsar Shee

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บทคัดย่อ

วิทยานิพนธ์ชิ้นนี้พรรณนาถึงโครงสร้างพื้นฐานของไวยากรณ์ภาษาเกบาโดยใช้ทฤษฎีภาษาศาสตร์พื้นฐาน ซึ่งอิงทฤษฎีไวยากรณ์ดั้งเดิม

ภาษาเกบาเป็นภาษาที่ใช้พูดในรัฐกะเหรี่ยงซึ่งอยู่ทางทิศตะวันออกเฉียงใต้ของประเทศพม่าและจัดอยู่ในกลุ่มภาษาไตในธิเบตตอนใต้กลุ่มย่อยที่เรียกว่ากลุ่มภาษาคะแวนนิคภาคตะวันตกกลางชนเผ่าเกบาส่วนใหญ่อาศัยในประเทศพม่าและมีผู้อพยพจำนวนน้อยในประเทศไทยไม่พบความแตกต่างระหว่างวิธภาษาต่าง ๆ ในภาษาเกบา

วิทยานิพนธ์เล่มนี้ได้แนะนำภาษากระเหรี่ยงเกบาในฐานะภาษาที่ยังไม่ได้ศึกษาค้นคว้ามาก่อนและได้อธิบายถึงโครงสร้างไวยากรณ์พื้นฐานกับระบบเสียงพื้นฐานซึ่งในส่วนของระบบเสียงที่นำเสนออยู่นั้นยังไม่สมบูรณ์

การอธิบายกล่าวถึงหมวดคำหลักสำคัญต่าง ๆ เช่น คำนาม คำกริยา คำคุณศัพท์ และคำวิเศษณ์ กับหมวดคำรองต่าง ๆ เช่น คำสรรพนาม และกระบวนการทางหน่วยคำต่าง ๆ แม้ว่าคำวิเศษณ์มีลักษณะบางประการเช่นเดียวกับคำกริยาแต่หลักฐานที่ปรากฏบ่งบอกว่า คำเหล่านี้แตกต่างจากคำกริยา

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เปลี่ยนแปลงทางวรรณยุกต์จะเกิดในระบบคำสรรพนามระบบนับเลขของภาษาเกบา
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Abstract

This thesis describes the basic structure of Geba Karen grammar within 'Basic Linguistics Theory' (BLT). BLT is based on traditional grammar.

Geba is a language spoken in eastern Myanmar in Northern Karen state. This language belongs to the Sino-Tibetan language family and it is classified as west central Karenic group. Geba people mainly live in Myanmar and there are few migrants in Thailand. Dialect differences are not found within Geba.

In this thesis, Geba Karen, a previously unresearched language is introduced. The basic grammar structure and the basic phonology of Geba Karen are discussed. The phonology presented is not yet complete.

The discussion includes different types of major word classes such as nouns, verbs, adjectives and adverbs and minor word classes such as pronouns and morphological processes. Although adjectives have some features of verbs, evidence is presented that they are distinct from verbs.

The typical sentence structure is SVO which is different from other Tibeto-Burman languages but there are some cases which change the sentence structure of VSO. Prepositions sometimes occur together with post semantic marking while tone changes occur in pronoun system. The numbering system in Geba is different from most other languages in the world.

This thesis covers a wide-range of phonological and grammatical topics and should open the door for future research on Geba.

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LIST OF ABBREVIATIONS AND SYMBOLS

ABBREVIATION	MEANING
ADJ	adjective
ADV	adverb
ASP	aspect
AUX	auxiliary
BENF	beneficiary
CLF	classifier
COMP	completive
CONJ	conjunction
COP	copula
C.A.E	Contrast in analogous environment
C.I.E	Contrast in identical environment
DECL	declarative
DEM	demonstrative
ELAB	elaboration
FP	final particle
INTER	interrogative
ILL.F	illocutionary force
IMP	imperative
INTS	intensifier
LOCN	locator noun
N	noun
NEG	negative
NUM	number
POS	possessive
PREP	preposition
PROP	proper noun
PROHB	prohibitive
PRT	particle
PL	plural
PRN	pronoun
RECP	reciprocal
REL	relativizer
REFLX	reflexive
V	verb
QP	question particle
QW	question word
1S	first person singular
2S	second person singular
3S	third person singular
3P	third person plural

CHAPTER 1

INTRODUCTION

1.0 Introduction

This thesis describes the grammar of Geba Karen in Myanmar. Geba is the one of the Karen languages spoken in northern Karen State. Geba belongs to the Tibeto-Burman language family and is under the Karen branch. According to Bradley (1997:47), Geba is considered a Western Central Karenic group.

Different population numbers have been given for Geba people. According to Saw Hla Mg (2004), Geba people live in 215 villages and the population of Geba speakers is 78,580. However, some local people say that the population of the Geba is between 40,000 and 50,000. According to Saw Lar Baa (2001:14) there are 36 Geba villages. The Ethnologue (2000) mentions, that there are 10,000 Geba speakers. David Bradley (1997) reports, that there are 10,000 Geba living in Myanmar.

Very few grammars of Karenic languages have been written. For Karenic languages, only one modern grammar of a Karen language has been published (Solnit 1997). Therefore, this analysis aims to describe the grammar of Geba.

1.1 Background

The Karens are one of the largest of ethnic minorities in Southeast Asia. Karen people live mostly along the border area of Thailand and Myanmar. Different languages are spoken among Karen. According to Bradley (1997) the population of Karen in Burma was 2,122,825 in 1983 and 292,814 in 1992 in Thailand. The Karen dialects are named geographically so that the according to Kauffman (1993:5) Sgaw and Pwo are southern Karen, Pa-o is Northern Karen and Geba, Bwe, Padaung, Manu, Gheko, Yintale, Kayaw, Yein Baw are central Karen.

This section gives the information about Geba Karen history, geographical background, literacy, sociolinguistic background and other ethnographic information such as work, travel, dress, religion and education.

1.1.1 Historical background

When Taungoo, a city of Burma was ruled by a Karen king in ancient times, the Geba people came to live in his kingdom. When this Karen king's sovereignty ended and the Burmese kings ruled the country, the Geba were captured and forced to fight in the king's army and served as elephant riders. That is why, nowadays, the Geba are referred to by Burmese people who live close to them as 'Thit-Phya-Tha' which means 'persons who cut the branches of the tree on the elephants'. After the battles, they came back to Burma and lived in Tha-Htone for a couple of years. After that they lived along the 'Praelot' river and settled there. Then they spread to eastern Taungoo along the Kan-ni River up to eastern Pyin-Ma-Nar and the northern part of the Mae Hor River. Finally, they returned to live in their old place; they called themselves the 'Kay-Bar-Pho' which means 'people who return'. This later shifted into 'Geba'. The return trip back to their old place was lead by two leaders 'Kwa U' and 'Kar Ni'. 'Kwa U' established a village in Eastern Ye-Tar Shay named Kwa U village later know as 'Kwang-Ong' village. The village is still there today. But 'Kar Ni' settled near the river 'Kan Ni' and the river is still known as 'Kan Ni' river today. Bwe Karen who live near the Geba area call them 'Ko-Oh-Kan-Ni-Pho' which means people 'who live near Kan-ni river'.

1.1.2 Geographical background

The Geba settled in the northern part of the Karen State, in eastern Mandalay Division, and in Pyinmana. In Karen State, there are about 140 villages and in Mandalay Division 10 villages. In Kayah State there are Geba people living with Kayah families. Geba people also live in the major cities of Burma including Taungoo, Taungyi and Yangon. Figure (1) shows the geographical location of Geba Karen and figure (2) shows the location of Geba villages.

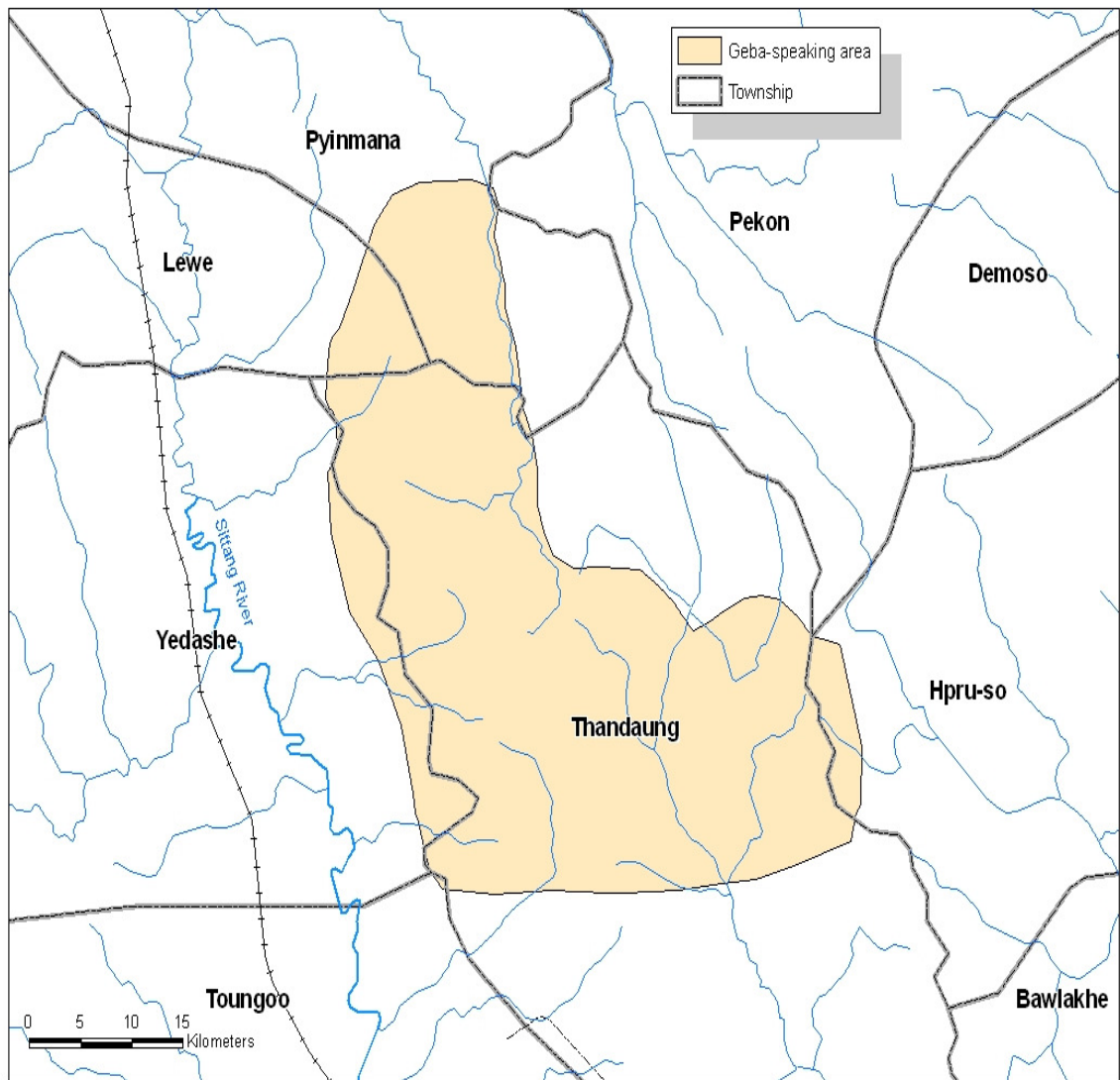


Figure 1 Geographical location of Geba
Karen in Northern Karen State



Figure 2 Geba villages in Myanmar

1.1.3 Literacy development background among Geba

Geba literature developed more than a hundred years ago through the efforts of Fr. Gofferedo Conti, a Roman Catholic Priest. Prayer books, song books, primer

books, and some Bible verses were translated into Geba. This literature is in a Roman based script which the Roman Catholics still widely use.

For the Baptist and Anglican Geba, there is no literature, but they speak and write Sgaw Karen well enough for religious and other purposes. Therefore, Sgaw Karen language and scripture are widely used among the Geba Baptists. In order for the Geba Baptists to read Geba in a Sgaw-based orthography, in 2001, they developed a Sgaw-based Geba script and there are many Geba people who are interested in it. In July 2001 a Literature Production workshop, a Curriculum workshop and a Writers workshop were held. Again in 2003 a teacher training and a Bible translation workshop were held in order to develop the Geba literacy program and Bible translation.

Through the work of the Geba literature committee, the drafts of a primer, listening stories, shell books, flip charts, and short songs were finished in 2004 and after that the materials were edited by the local people and leaders.

Currently, there are two writing systems: the Roman-based orthography which is widely used by Roman Catholic Geba and the Sgaw-based orthography which was recently developed and is used exclusively among Anglican and Baptist Geba people.

1.1.4 General information

Almost all the Geba live in the mountains and farms for their living. The available natural resources provide the daily necessities for the people. In addition, coffee, cardamon, and jenkol bean plants are grown as cash crops in almost every village. There is only one main road in the Geba region from Taungoo to Loi Kaw. There are some smaller roads from Than Moe Taung to Kyauk Pya, Yeni to Aung Chan Tha and Swa to Ye Kan To for trading and carrying wood and bamboo. These roads are available only in dry season.

There are three different Christian denominations in Geba: Anglican, Baptist, and Roman Catholic. These cover 97% of the Geba population. The rest follow the traditional religion 'Pho-Wer-Ko'. Primary schools occur in almost every village. The middle schools are situated in Kyauk Pya, Than Moe Taung, and

Shan Ler Pyin and there is a joint middle school in Bor-Mu-Der. There is the only one high school for Geba students, which is in the Geba area in Leiktho.

The Geba dances, 'Taung-Ya-Yein' which means "hill-side cultivation dance", and 'Daing' dance, which means "shield dance", are presented occasionally at festivals. Playing the flute is one of the Geba traditions and it is played at fun fairs, weddings, Christmas and New Year festivals.

A Geba woman's sarong is known as 'ni-ya-hso-shi'. The colour is red and is worn with a 'shi-doe-li-ka' a black blouse. Men wear black pants with coats similar to other mountainous Karen people.

The Geba mainly speak Geba in their homes, but sometimes they use other Karen languages such as Bwe and Sgaw. At work, in the market and in funerals they use Geba, Bwe, Sgaw and Burmese. For village meetings they use Geba and Burmese, but at church services they use mainly Sgaw and sometimes Geba and Burmese. At Government offices they only use Burmese.

1.2 Linguistic affiliation of Geba Karen

The Karen languages belong to the Tibeto-Burman language family. One significant characteristic of the Karen languages that distinguishes them from other Tibeto-Burman languages is SVO sentence structure. This kind of structure is different from other Tibeto-Burman Languages which are typically SOV (Bradley 1997:46). Bradley also summarizes different findings regarding Karen languages by other scholars. The following discussion summarizes Bradley (1997).

Different linguists categorize Karen languages in different ways. Extensive data and a reconstruction are provided in Jones (1961). Benedict (1972) categorizes Karen as a coordinate subgroup with Tibeto-Burman and Sinitic within Sino-Tibetan, but later (Benedict 1974) mentions that Karen seems to be within Tibeto-Burman and is actually close to the Burmic portion of Tibeto-Burman. Share (1974) places Karenic within Tibeto-Burman as a different group related to Burmic, Bodic and Baric (Bradley 1997:46).

The following diagrams show the linguistic affiliation of Geba Karen by different linguists. The classification of Karen is represented most often by the geographical distribution of the languages.

Figure (3) is adapted from Kauffman (1993:5) which shows the Karen classification in geographical terms. According to this diagram, Geba is classified geographically as West Central Karen.

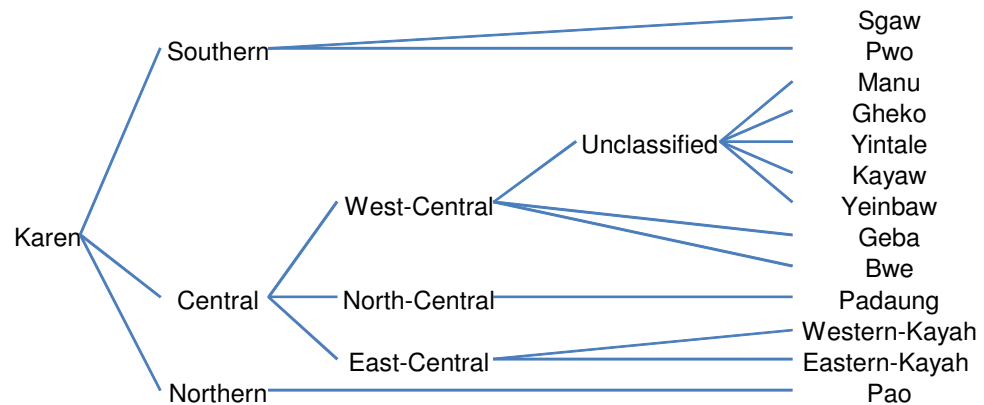


Figure 3 Karen Language Relationships
(Kauffman1993:5)

In figure (4), Bradley (1997) illustrates the classification of Karen within Tibeto-Burman and similarly to Kauffman regards Geba as one of the West Central Karen groups.

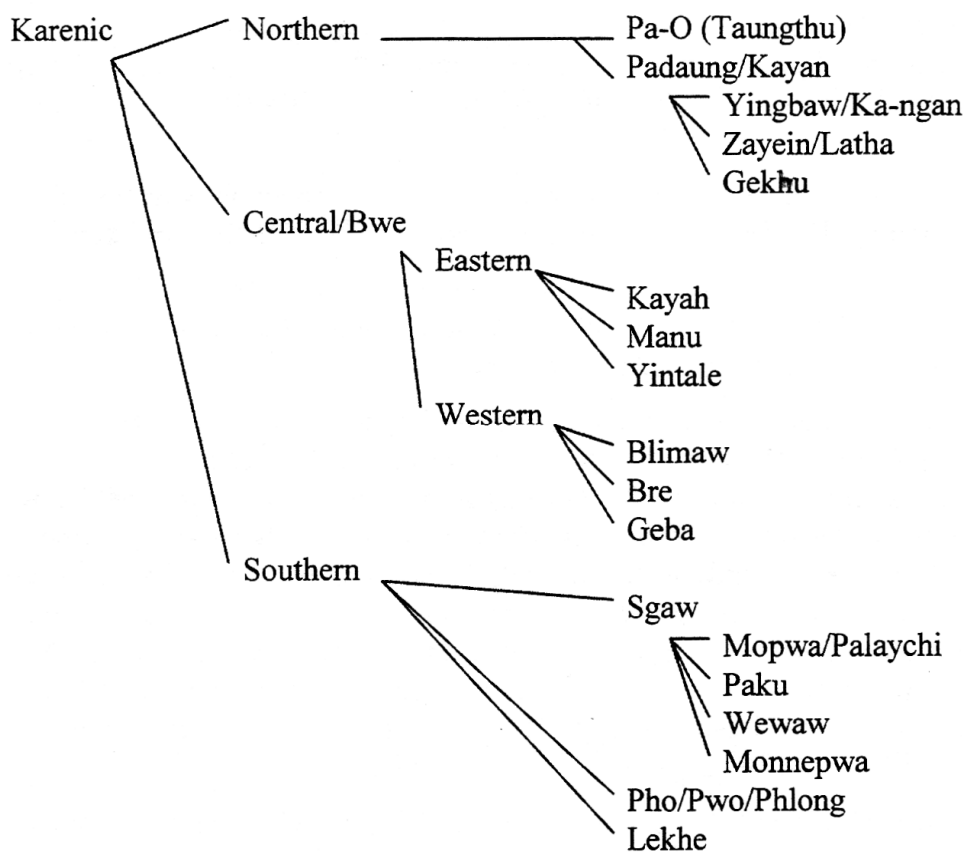


Figure 4 Karen Language Classifications (Bradley 1997:47)

According to Manson (2002), figure 5, summarizes a lexicostatistic analysis showing that the central Karen languages do not belong to a unified group within Karen. This diagram is based on wordlist data collected from 20 Karen wordlists¹. The analysis is based on lists of 32 words. The seven clusters show clear phonological innovation to support the subgrouping (Manson 2008).

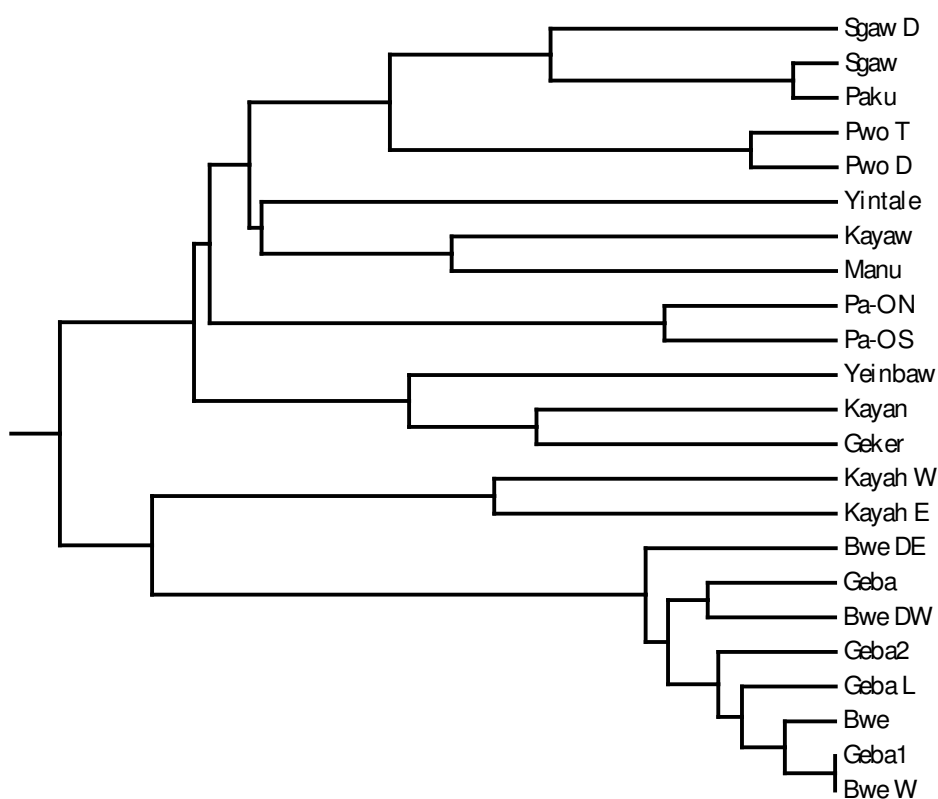


Figure 5 Classification of Karen languages
(Manson 2002) by lexicostatistic analysis

¹ Geba 1 and 2 wordlists are collected by Frazer Benett, Geba L is collected by Luce and Geba is collected by Saw Laa Ba.

1.3 Goals of the study

The following are the objectives of this thesis:

- (1) To introduce Geba, a Karen language, for about which little is known.
- (2) To describe the basic phonology of Geba.
- (3) To describe the basic grammar of Geba Karen.

1.4 Research methodology

The first step of this study was doing library research on Karenic languages. After that, primary data was collected from Geba speakers. The data was analyzed according to Basic Linguistics Theory. A brief review of the theories used in the analysis is provided with the analysis procedures done for this research.

1.4.1 Data collection

For data collection a number of natural texts as well as a grammar questionnaire based on the Mahidol (1978) version were collected from various native speakers. The results were recorded and transcribed phonetically.

The following brief sociolinguistic background is based on data collected from five people living in five different villages. The following table shows the biographic data of each informant.

	Informant (1)	Informant (2)	Informant (3)	Informant (4)	Informant (5)
Gender	F	F	F	F	M
Age	63	25	56	56	57
Occupation	Retired	Christian worker	Retired	Retired	Religious teacher
Birth place	Shwe Lone Taung, Northern Thandaung, Karen State	Bogalay, Northern Thandaung, Karen State	Thinbawdaw, Western Thandaung, Karen State	Maing Lun Aler, Western Thandaung, Karen State	Shan Ler Byin, Northern Thandaung, Karen State
First language spoken	Geba	Geba	Geba	Geba	Geba
Other languages spoken	Geba, Kodeit, Sgaw	Geba, Bwe, Sgaw, Burmese	Geba, Bwe, Palichi, Sgaw, Burmese	Geba, Bwe, Paku, Burmese	Geba, Sgaw, Burmese
Father's language	Geba	Geba, Bwe, Sgaw, Burmese	Geba, Burmese, Sgaw, English	Geba, Sgaw	Geba, Sgaw
Mother's language	Geba	Geba, Bwe, Sgaw	Geba, Bwe, Burmese	Geba, Sgaw, Bwe	Geba, Sgaw
Religion and denomination	Baptist Christian	Anglican Christian	Baptist Christian	Baptist Christian	Baptist Christian

Table 2 The biographic data of five informants

Most Geba people are multilingual but their first language is Geba. Regardless of gender or age, all Geba people have similar multilingual backgrounds.

All the informants called their language Geba and outsiders also called them Geba, Geba Karen, or Karen. Three of the informants did not know where they originally moved from. One informant said they came from Tha-Hton (Lower Myanmar) and the other informant said he came from a nearby village.

1.4.2 Analysis procedure

The elicited material was input into toolbox and interlinearised for grammatical analysis. The interlinearized texts are included as an appendix. After a preliminary grammar was drafted, the analysis was re-checked with native speakers. The phonological description is based on the MSEA 436 wordlist used by SIL and supplemented by additional elicited material.

1.5 Scope and limitation of this research

This research is based on six recorded texts and a grammar questionnaire which limit the range of grammar structures. Moreover, the findings are just an overview of the grammar structure of this language helpful for language learners and those who want to explore this language further. Much more research is needed to understand the details and complexities of this language. MSEA 436 wordlist, grammar texts and grammar questionnaires collected from five people are attached in the appendix.

1.6 Literature review

This thesis uses the descriptive categories presented by two authors, T.Givon and Timothy Shopen. These categories are reviewed in this section. Also the background research on Karenic languages compiled by David Solnit and Robert B. Jones, Jr are briefly reviewed. Additionally, a Geba phonology by Saw Lar Ba and the work of Henderson on Bwe are also briefly reviewed.

1.6.1 Theoretical framework

The grammatical theory used for this thesis is 'Basic Linguistics Theory' which is based on traditional grammar but focus on languages other than European languages. Its purpose is to express each grammatical category typologically and give clear explanations that are not dependent on specific grammatical theories.

Languages may vary typologically depending on the way they code the same functional areas. Grammar-coded domains are complex and multi-dimensional. But grammatical coding is chosen only partially for functional reasons (Givon 2001:28).

Grammatical description can be divided into two domains; syntax, which is the study of relation among words in a sentence, and morphology, which is the study of the formal and semantic composition of each words. Sentences consist of words and words are made up of smaller pieces known as formatives or morphemes (Shopen III 1992: 150). Like most Southeast Asian languages Geba has limited derivational morphemes.

According to T.Givon, there are two major groups of vocabulary: the lexical (content words) and non-lexical (function words), which, in turn, divide into grammatical morphemes and derivational morphemes. The lexical words code stable, culturally-shared concepts or experiences, while the grammatical morphemes code the grammatical structures of clauses. This involves the coding of both propositional information and discourse coherence. New lexical items are derived from derivational morphemes. Both morphology and word-order can be used to code the grammatical roles of the subject and object. The grammatical use of word-order means that the temporal sequential order of three core constituents of the clause verb, subject and object can be predicted (Givon 2001:231). Geba uses word order to grammatically code subject and object.

Traditionally, parts of speech are the major classes of words grammatically distinguished in a language. The word's distribution, its syntactic functions and its morphological properties are included in its part of speech classification. Nouns, verbs, adjectives, and adverbs are the open parts of speech classes which occur in a language and they are divided into subclasses depending on the basis of particular relevant grammatical properties. Nouns are the class of words which usually name most persons, places, and things; verbs express actions, process, and the like. Many languages have subclasses of copulative verbs that occur with predicate nominals or adjectives. Adjectives can be defined as the class of words which indicate qualities or attributes. A common functional definition of adverbs is that they modify verbs, adjectives, or other adverbs (Shopen 1992:3-22). Each of these major word classes exists in Geba.

The tense, aspect and modality (TAM) system is one of the most complex sub-systems in Tibeto-Burman grammars. The morphological system of TAM tends to be grammaticalized with the verbs which also co-occur with many other verb-inflectional sub-systems such as negation, pronominal agreement, speech-

acts marking, and cross-clausal connections. The morphology realizations of TAM are bounded by clausal structure, but their functional scope is not limited to the propositional semantics of the event or state. Rather, it extends to pragmatics or the connection of the clause in relation to its discourse text (Givon 2001:285). Most of these generalizations apply to Geba.

The grammar of pronouns and grammatical agreement are two functional domains which intersect and interact. The semantic domain involves different classification systems that arise during the diachronic rise of pronoun systems. At the end of this process, person (speaker and hearer), number, gender and class, deixis, and case-role, which are the classical paradigms of independent pronouns, are found. Geba has a pronoun system that uses only some of these categories and no agreement at all.

Relative clauses are embedded in the noun phrase as clause-size modifiers. Syntactically, they are parallel to other major types of subordinate clauses. Functionally, relative clauses and other noun modifiers participate in the grammar of referential coherence to provide either anaphoric or cataphoric hints for referent identification (Givon II 2001:175). In Geba, several relative clause constructions occur.

Persons, spatial location, and time reference are the main kinds of information which are described by deictics in the world's languages. Grammatically, person deictics describe reference to the speaker or the addressee of the utterance. Spatial deictics specify the spatial location of an object related to the location of the speaker or the addressee, and temporal deictics distinguish the time of an event or state related to the time at which the utterance occurs (Shopen III 1992:259). Geba's system of deictics also includes information about specificity. These basic descriptive categories are used to describe Geba in the remainder of the thesis.

1.6.2 Karen grammar studies

Besides a description of theories, background research on related language was also done for this thesis. Two books were found which benefit for this thesis. The first one is *Karenic Linguistic Studies* written by Robert B. Jones Jr and the

other is Kayahli grammar written by David Solnit. Both books provided help for doing this grammar in Geba Karen and related languages.

1.6.2.1 Jones' Karen linguistic studies

In 'Karen Linguistic Studies' (Jones 1961), the author expresses a general overview of phonology and grammar structures found in Karen languages. Moreover, the author adds the comparison and reconstruction of Karen languages. He also incorporates some texts from different Karen groups to help the reader get some knowledge of what Karen languages look like. In the following each section, a brief discussion about Karen linguistic studies (Jones 1961) and Kayah Li grammar (Solnit 1997) are presented.

Verbs

According to Jones, verbs in Karen languages are syntactically free form. When they occur in an attributive construction with a headnoun, they follow after the noun. Modal verbs can be found before verbs in verb constructions. Adjectival verbs immediately follow primary verbs and it is attributed to the verb. The secondary verb is situated in final position in verb constructions and they are attributed to the entire construction. Modal auxiliaries occur only in preposed position with other members of this verb class while aspectual auxiliaries are found only in postposed position with other verb classes (Jones 1961:16-17).

Noun

Noun constructions are defined as minimal free constructions which include no verb and can combine with a classifier phrase. Pronouns can be found in some constructions in the noun position, but they do not occur with classifier phrases. Demonstratives occur in final position in noun constructions (Jones 1961:18).

Minor Categories

There are three kinds of prepositions. Two kinds have specific semantic functions 'to' or 'toward' and 'with', and the third is a general subordinating preposition which include the semantic function 'for', 'in', 'by', 'from', 'who', 'which', 'that' are found in Karen languages. Conjunctions are sometimes monosyllables but combination forms are commonly found and identified as

members of other word classes. Adverbials occur in a special initial position in extended constructions (Jones 1961:16-21). Coordinate markers, topic markers, interrogative terminal markers, and narrative markers are widely used in Karen languages. Most interjections are found in utterance final position in Karen languages (Jones 1961:16-23). In Karen languages there is no morphological distinction between words and morphemes (Jones 1961:24).

Compounding

There are three types of verb compounds in Karen languages: a verb plus adjectival, a verb plus a noun, and a repeated verb. In repeated compounds, the second member is an adjectival verb and in verb-noun compound, the second member is either 'self' or 'thing'. Verb and adjectival compounds are usually based on adjectival verbs (eg *.jɨ́.jɨ́*'very far', *jɨ́*'far') (Jones 1961:24-25).

Noun compounds in Karen language are primary or attributive, syntactic or asyntactic. Noun-verb compounds are syntactic in the sense that the second member is attributive to the head as in a clause. Pronoun-verb compounds are syntactic, and they are the most frequent manner of deriving nouns from verbs by compounding with the third person singular pronoun. Pronoun-Classifier compounds are asyntactic, while Pronoun-Demonstrative compounds are syntactic. Partitive-Demonstrative Compound, Specifier-Marker Compounds, Repetitive Noun compounds are also found in Karen languages (Jones 1961:25-27). Adverbial compounds are asyntactic and they have as head either 'like' or 'in the manner of' (Jones 1961:28-29).

1.6.2.2 Solnit's Eastern Kayah Li

In Solnit's 'Eastern Kayah Li' grammar, one finds not only a typological outline, a phonology, detail grammar structures, dialectic and orthographic information about Kayah Li, which is one of the central Karenic group languages, but also information about other related Karen languages.

General

Kayah Li is a tonal language with some tones expressed by phonation and pitch. Most Kayah Li morphemes are monosyllables, but a few polysyllables and prefix syllables are found. The lexicon in Kayali falls into classes such as Noun, Verb,

Preposition, Demonstrative, Quantifier, Verb Particle and Sentence particle. The word order of this language is SVO and the nominal modifiers come before the heads while verbal modifiers come after the heads (Solnit 1997:3-7).

Morphology

Affixes in Kayah Li are described in phonological and morphological terms. Different types of prefixes such as *?i*, *ce*, *ta*, *ke*, *pe*, *?a* are used for different functions and suffixes such as *phu* and *-e* are also found. There are pairs of morphemes which are derivationally related by tone change, but sometimes the relation is a coincidence. Tonal dissimilation and reduplication in the last syllable in a clause are also grammar features of this language (Solnit 1997: 29-55).

Verbs

The verb complex in Kayah Li has extensive verb serialization. The structure of this serialization is in the form of sequential verbs. Verb particles are also included in the verb-complex, but these are put into the initial and final portions of the verb complex. Verb constituents are divided generally into the full verbs, which function as the predicate or main verb of a clause, and verb particles (Solnit 1997: 56-65).

Nouns

The difference between a Subject and a Topic is that a subject is a clause constituent and a Topic is located outside the clause and related to a larger unit. In Kayah Li, there is a class of verbs signifying bodily sensations or emotion where the experiencer of the state can be found post-verbally. Classifiers are a special type of bound noun which must be modified by a Quantifier (Solnit 1997: 147-164).

Quantifiers are not nouns but they are regarded as distinct members of the NP. Prepositions are not nouns, but the Kayah Li prepositional phrase is not very different from the noun phrase because it may function as a direct object. Different types of nouns are also found. Ordinary nouns are divided into Common nouns, Proper Name, and Pronouns. Several types of classifiers and localizers may function as nouns and are a common type of nouns occurring in

Kayah Li. Ordinary nouns combine with other ordinary noun phrases to form clauses while localizers are obligatorily modified by ordinary noun phrases and are themselves preceded by a preposition. Classifiers are obligatory when modified by a Quantifier, especially numerals. The result may be modified by a demonstrative and/or a nominalized clause (Solnit 1997:177-179).

Particles

A nominalized clause in Kayah Li is any clause followed by *nu* or a Classifier preceded by *nu*. If the nominalized clause is autonomous and not followed by Classifiers, the *nu* functions as an illocutionary force-marker or sentence final particle (Solnit 1997:248).

1.6.2.3 Geba research

According to Saw Lar Baa (2001:49-52), the phonological description of Geba is summarized as follows. The syllable structure of Geba can be CVT or CCVT. CCVT is composed of an obligatory consonant followed by an optional medial consonant. The nucleus can be any vowel. Minor syllables are composed of an initial consonant and a central mid-open vowel /ə/. /ə/ appears only in minor syllables.

The initial consonant of minor syllables is most often a stop but the lateral /l/, and the voiceless /d̥/ can occur as the initial consonant of minor syllables. Thirty-two (32) consonant phonemes of plosives, implosives, affricates, fricatives, nasals, trills, approximants and lateral fricatives, along with a few rare phonemes, are noted by Saw Lar Baa.

Regarding the consonant clusters, the first member of the consonant cluster (C1) would be a labial plosive, alveolar plosive, dental plosive, velar plosive, labial or alveolar nasal, alveolar approximant, alveolar fricative, velar fricative, or glottal fricative. The second member of the consonant cluster could be an approximant, (l), or alveolar trill (r). Three front unrounded vowels, three central unrounded vowels and three back rounded vowels are found. Three level tones, high tone, mid tone and low tone, occur in Geba.

1.6.2.4 Bwe research

The language Bwe is a language closely linked to Geba. Henderson (1997) created a dictionary and some texts, but she passed away before the grammar sketch was written. A table of content for a brief grammar outline exists in the SOAS (School of Oriental and African studies) archives.

There are two types of syllables in Bwe: stressed and unstressed. Minor, or unstressed syllables, always precede a stressed syllable. The pronoun system has several elements indicated by phonological processes. For the prefix forms there are no distinctions in tone, but the suffixes take the tone of the immediately preceding syllable, if the suffix has a voiced initial. Elaborate expressions are widely used in Bwe (Henderson 1997: front matter).

There are three tones in Bwe; high level, mid level and low level. Tonal alternation, which can occur together with vowel alternation, alternation of the initial consonant, or final consonant alternation, is found in reduplicative or repetitive expressions (Henderson 1967:171). Some similarities between Bwe phonology and syntax structures and Geba are found.

1.7 Overview of the thesis

In this thesis, the first part of chapter (1) introduced the Geba people and historical background, the geographical background, sociolinguistic background and current state of literacy. It also presented characteristics of Karen languages. The second part was about the goals, research methodology, the scope and the overview of this thesis. The third part was the literature review which covered some theories and previous research. In chapter (2) a brief phonological sketch of Geba is presented. Chapter (3) discusses several types of word classes and also word formation. Chapter (4) describes many of the different kinds of phrases found in Geba. Chapter (5) presents simple sentences and chapter (6) examines the complex sentence structures. Finally, chapter (7) concludes the whole thesis. The front matter and back matter are attached for the reader's benefit.

CHAPTER 2

A BRIEF DESCRIPTION OF PHONOLOGY

2.0 Introduction

This chapter gives the initial phonology statement of Geba. The chapter begins with word-level stress and syllable types. It then moves on to a phonological analysis which includes the segmental phonology of the consonants and the vowels. Next, it turns to allowable syllable structures and possible sequences of consonants and vowels. A brief discussion of tone contrast is also included.

The phonological data was collected from a Geba native speaker who was born in the village of Boma which is in Pysinmana Township, Mandalay Division. It was then checked with another native speaker. The data is based on a 436 item wordlist which is attached in the appendix of this thesis. The words were first transcribed as spoken and then each word was recorded three times for further reference and checking. After that, each word was grouped by initial consonant, vowel, and tone group.

2.1 Word-level stress

Two kinds of syllables, major and minor syllables, occur in Geba. Major syllables can consist of a complex onset and nucleus. [CCV]. Minor syllables can only consist of [CV].

A Geba word is a sequence of phonological syllables, one of which has the primary stress. In citation form, the first major syllable is stressed and word-initial minor syllables are never stressed.

In (1), the stress is found on the first syllable major syllable.

(1) 'lá wó? thunder

In (2), the stress occurs on the second syllable but the first syllable is a minor syllable.

(2) \bar{a} . 's^hù? feather

All monosyllabic words and grammatical particles are stressed but sometimes sentence and phrasal intonation may change this.

For example, stress always occurs in the monosyllabic word !é 'moon'. But the grammatical particle bè 'have to' or 'should' has variable stress patterns. If bè is an auxiliary verb meaning 'should', which expresses suggestion, stress occurs on the following main verb; but, if bè means 'have to', which expresses 'command', stress occurs on the bè particle. Examples (3) show the particle bè without stress as in example (3a) and with stress as in example (3b), and the particle lè 'go' also changes stress depending on the use of bè .

3(a) $n\bar{a}$ $b\bar{è}$ 'lè tʃaúŋ (suggestion)

3(b) $n\bar{a}$ 'bè lè tʃaúŋ (command)

2.2 Syllable structure

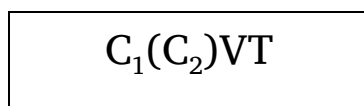
As stated above, there are two kinds of syllables: major and minor syllables. The maximum syllable template for major syllables in Geba consists of a complex onset, nucleus, and glottal stop as coda [CCVC]. The minimum syllable template for major syllables is [CV]. The rhyme is composed of nucleus and possibly a glottal stop coda. The following sections discuss the structure of major and minor syllables in Geba.

2.2.1 Major syllables

There are three kinds of major syllables. They are CV, CCV and CVC. All the major syllables carry tone.

The maximum major syllable template is shown in (4).

(4)



where C_1 is any consonant, C_2 is /w,j,r,l/, V is any vowel, and T is tone.

Table (3) shows examples of the major syllable types which occur in Geba.

Syllble type	Geba	Wordlist no:	English
CVT	<i>s^hé</i>	#318	'to sell'
CCVT	<i>bwé</i>	#317	'to buy'

Table 3 The major syllable structures in Geba

Figure (7) shows the 'Geba major syllable' structure.

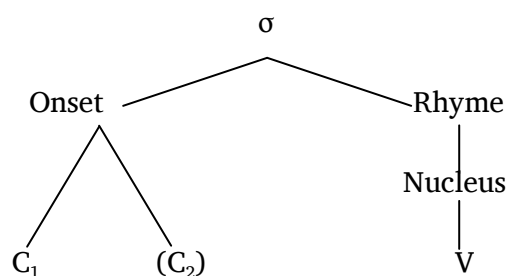


Figure 7 Geba major syllable structure

There is no coda in Geba but Burmese loan words appear as coda.

2.2.2 Minor syllables

The minor syllable has a reduced set of possible onsets and vowels. Minor syllables always carry mid tone or non-distinctive tone. Minor syllables consist of an optional initial consonant followed by shwa ə. Figure (8) shows the 'Geba minor syllable' structure.

(8)

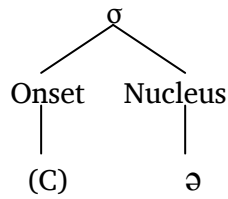


Figure 8 Geba minor syllable structure

Figure (9) is an exhaustive list of minor syllables in Geba.

(9)

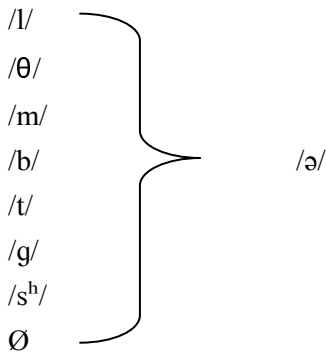


Figure 9 An exhaustive list of minor syllables

A minor syllable occurs without stress; only major syllables carry stress. There are no implosives, aspirated stops, voiceless segments, or alveolar trills occurring with minor syllables. The following examples in (5) show minor syllables with initial consonants.

(5) CV	<i>l̄ə m̄ə</i>	mouth
	<i>θ̄ə.ʔé</i>	ginger
	<i>m̄ə.nà.θ̄éʔ</i>	jack fruit
	<i>ḡə.n̄ə.p̄jí</i>	butterfly

The examples in (6) show minor syllables without initial consonants.

(6) V	<i>ədəʔ</i>	wing
-------	-------------	------

ə̄sʰùʔ

feather

ə̄wìʔ

to fly

2.3 Consonant phonemes

Geba has (34) consonant phones that appear to be phonemic including five which occur rarely. Those phonemes that occur rarely are enclosed in parenthesis in the table below, and future research may prove these to be allophones. The consonant phonemes for Geba are given in Table (4).

		Labial	Dental	Alveolar	Palatal	post-alveolar	Velar	Glottal
Plosive	vl asp vl vd	p ^h p b		t ^h t d		tʃ ^h (tʃ) dʒ	k ^h k g	ʔ
Implosive	vd	ɓ		ɗ				
Nasal	vl vd	ᵹ m		ᵹ n			(ŋ)	
Fricative	vl asp vl vd		θ	s ^h s		ʃ	(x) (y)	h (ɦ)
Trill	vd			r				
Lateral approximant	vl vd			ɭ l				
Approximant	vl vd	ɥ w			j			

Table 4 Geba consonant phonemes

Geba has three types of plosives: voiceless aspirated, voiceless unaspirated, and voiced unaspirated. Two voiced implosives are also found. Geba also has eight

voiced and voiceless fricatives including three rare phones (x), (ɣ) and (ɦ). It has voiced and voiceless nasals, one alveolar trill, voiced and voiceless lateral approximants, voiced and voiceless bilabial approximants, and a voiced palatal approximant. The phonemes in the parenthesis such as (x) and (ɣ) appear in free variation with the glottal fricative /h/ and labial approximant /w/. In the data collected, some free variations occur. Free variations seem to occur often among Geba speakers. The pairs in (7) show the free variations that occur in Geba.

- (7) (a) /h/ and /ʃ/
 [hì] ~ [ʃì] 'house'
 (b) /w/ and /ɣ/
 [əwò] ~ [əɣò] 'rib'
 (c) /h/ and /x/
 [hò] ~ [xò] 'bamboo'
 (d) /s^h] and /ʃ/
 [s^hɪʃá] ~ [ʃɪʃá] 'afraid'

The phoneme (ŋ) can be found in words borrowed from Burmese, for example, *beíŋ* 'opium'. The phoneme /fi/ does not occur in this data but in other text /fià/ is used as a question word. Example (8) shows the phoneme /fi/ in a question word in Geba.

- (8) nā kā lè tʃaúŋ fià
 2S will go school ILL.F
 PRN AUX V N INTER
 Will you go to school?

2.3.1 Consonants phonemes contrasts

The following example (9) shows consonant phoneme contrasts between phonetically similar segments. They are illustrated in analogous environments or minimal pairs.

(9)	(a)	[p ^h]-[p]	<i>p^hú</i>	'belly'	<i>pú</i>	'to be thin'	C.I.E
	(b)	[k ^h]-[k]	<i>k^hò?</i>	'deer'	<i>kò?</i>	'head'	C.I.E
	(c)	[p]-[b]	<i>ʃópò?</i>	'to launder'	<i>θábò</i>	'sing'	C.A.E
	(d)	[t]-[d]	<i>tāṅʒlá</i>	'kneel down'	<i>dāḡlòθèʔālé</i>	'red pepper'	C.A.E
	(e)	[p ^h]-[b]	<i>p^hé?</i>	'ash'	<i>ʔòbé</i>	'duck'	C.A.E
	(f)	[t ^h]-[d]	<i>t^hó</i>	'drum'	<i>dó</i>	'village'	C.I.E
	(g)	[ʔ]-[h]	<i>ʔi</i>	'give'	<i>hi</i>	'house'	C.I.E
	(h)	[k]-[h]	<i>kò?</i>	'head'	<i>hò?</i>	'fire wood'	C.I.E
	(i)	[m]-[n]	<i>mèθí</i>	'kill'	<i>dànè?</i>	'what'	C.A.E
	(j)	[m]-[w]	<i>ā̀mò?</i>	'mother'	<i>ā̀wò</i>	'rib'	C.A.E
	(k)	[s]-[s ^h]	<i>sàʔt^hʔ?</i>	'see'	<i>s^hà?</i>	'push'	C.A.E
	(l)	[s]-[ʃ]	<i>sòpwé</i>	'sneeze'	<i>ʃòmíʔà?</i>	'dream'	C.A.E
	(m)	[θ]-[d]	<i>θí</i>	'you'	<i>dí</i>	'to be thick'	C.I.E
	(n)	[l]-[n]	<i>lò?</i>	'stone'	<i>ànò</i>	'that'	C.A.E
	(o)	[l]-[l̥]	<i>s^hòʔlā</i>	'grow plant'	<i>lāwó?</i>	'thunder'	C.A.E
	(p)	[m]-[m̥]	<i>ā̀mí</i>	'name'	<i>mí?</i>	'fire'	C.A.E
	(q)	[g]-[r]	<i>ā̀ḡò?</i>	'to be hot'	<i>θā̀ròʔdē?</i>	'house wall'	C.A.E

2.3.2 Consonants description

Table (5) shows examples of (29) syllable initial, word initial and word medial consonants which are commonly found in Geba. All of the consonants appear syllable initial and word medial position except for /d₃/ which appears only in the wordinitial position.

segments	syllable initial/word initial		syllable initial /word medial	
/p/	<i>pɔʔ</i>	'vomit'	<i>tʰwèpètʰí</i>	'spit'
/pʰ/	<i>pʰúpétʰà</i>	'sailed'	<i>sìsòpʰóʔ</i>	'motar'
/b/	<i>bòbwé</i>	'how many people'	<i>bòbwé</i>	'how many people'
/ɓ/	<i>ɓákʰlè</i>	'exchange'	<i>ɓáá</i>	'yellow'
/m/	<i>mètʰáʔ</i>	'forehead'	<i>sùlèmèká</i>	'elbow'
/m̥/	<i>m̥ìʔ</i>	'fire'	<i>làkʰóʔm̥úʔ</i>	'dust'
/w/	<i>wàʔ</i>	'to scratch'	<i>tɔwènòʔ</i>	'disgusting'
/w̥/	<i>w̥èʔlɔm̥ò</i>	'to whistle'	<i>ɔwé</i>	'to dry'
/θ/	<i>θəhé</i>	'to hear'	<i>mùθéràʔ</i>	'to be drunk'
/tʰ/	<i>tʰwèpètʰí</i>	'to spit'	<i>sùtɔtʰwèʔ</i>	'right side'
/t/	<i>tɔwènòʔ</i>	'disgusting'	<i>nìgùtɔʔó</i>	'to be deaf'
/d/	<i>dənèsɔbó</i>	'pestle'	<i>kʰàʔdùʔ</i>	'thigh'
/dʰ/	<i>déleʔ</i>	'house lizard'	<i>θəròʔdèʔ</i>	'wall of house'
/sʰ/	<i>sʰɔʔtʰòʔ</i>	'to stand'	<i>ɔsʰùʔ</i>	'feather'
/s/	<i>sòpwé</i>	'to sneeze'	<i>tɔsò</i>	'some'
/n/	<i>nìgùtɔʔó</i>	'to be deaf'	<i>gənà</i>	'to shiver'
/n̥/	<i>n̥ádèʔ</i>	'needle'	<i>ɔlùnù</i>	'to smell'
/r/	<i>rò</i>	'to choose'	<i>θərùʔ</i>	'to suck'
/l/	<i>làkʰòʔ</i>	'earth, soil'	<i>déle</i>	'house lizard'
/l̥/	<i>l̥áwàlí</i>	'lightning'	<i>θòʔèʔ</i>	'leaf'
/j/	<i>jùpʰòʔ</i>	'rat'	<i>mìjɔ</i>	'cat'
/ʃ/	<i>ʃé</i>	'chicken'	<i>ɔʃèʔ</i>	'flesh'
/tʃʰ/	<i>tʃʰí</i>	'to kick'	<i>ɔtʃʰíkèʔ</i>	'to be bad'
/dʒ/	<i>dʒì</i>	'two'		
/kʰ/	<i>kʰèʔ</i>	'to shoot'	<i>tʰáʔkʰòʔ</i>	'to float'
/k/	<i>kɔsʰá</i>	'elephant'	<i>θékòkʰròʔ</i>	'to snore'
/g/	<i>gənà</i>	'to shiver'	<i>ɔgɔlè</i>	'shadow'
/ʔ/	<i>ʔà</i>	'to eat'	<i>l̥èʔà</i>	'to lick'
/h/	<i>hàʔ</i>	'to weep'	<i>θèhé</i>	'to know'

Table 5 Consonant descriptions of Geba

In table (6) are examples of the five rare phones /tʃ, ŋ, x, ɣ, fi/ occurring as word initial and/or syllable initial in borrowed Burmese words, free variation phonemes or as a question word.

segments	tenical names	word initial/syllable initial	word final	comment
/tʃ/	voiceless palato-alveolar sibilant affricate	tʃéθòbó 'garlic'		Burmese borrowing
/ŋ/	voiced velar nasal		beíŋ 'opium'	Burmese borrowing
/x/	voiceless velar fricative	xò/hò 'bamboo'		free variation
/ɣ/	voiced velar fricative	ɛɣò/ɛwò 'rib'		free variation
/fi/	voice glottal fricative	fià 'question word'		tag question

Table 6 Description of Geba rare consonants

2.3.3 Consonants clusters

Four consonant phones /w, l, j, r/ occur as the second member of consonant clusters. There are twenty two consonant clusters observed in this data. They are: /mw, kl, p^hl, k^hl, kw, k^hw, gl, gw, t^hwl, mj, bl, k^hr, kr, pl, bw, θw, bj, sw, pw, pj, fw/.

Table (7) shows the occurrence of the first consonant (C₁) and the second (C₂) consonant of the consonant clusters in Geba.

	/p ^h /	/p/	/k/	/k ^h /	/g/	/m/	/b/	/t ^h /	/θ/	/s/	/ʃ/
/w/	-	+	+	+	+	+	+	+	+	+	+
/l/	+	+	+	+	+	-	+	-	-	-	-
/r/	-	-	+	+	-	-	-	-	-	-	-
/j/	-	+	-	-	-	+	+	-	-	-	-

Table 7 Co-occurrence of C1 and C2 in Geba

According to the above table, the second member of the clusters must be one of /w, j, r, l/.

/p^h/ occurs only with /l/ and /t^h, θ/, /s/, /ʃ/ occurs only with /w/. There are no trills, lateral approximants, approximants, liquids, voiceless nasals, semivowels, or implosives that appear as the first member of a cluster.

The co-occurrence of C₁ and C₂ is restricted to four patterns to form consonant clusters. The following patterns are based on the 436 Geba wordlist.

(a)-w- cluster (C₁ w) pattern

When C₂ is /w/, C₁ must be a plosive, fricative or nasal /p, k, k^h, t^h, m, b, θ, s, ʃ, g/. The ten clusters found are exemplified below.

<i>mwè?dānī</i>	'tomorrow'
<i>kwà?θ'</i>	'betel nut'
<i>θèk^hwè?</i>	'corn'
<i>t^hwì?</i>	'dog'
<i>ābwè?</i>	'intestine'
<i>θwì?</i>	'blood'
<i>swé</i>	'spoon'
<i>sàpwé</i>	'to sneeze'
<i>fwé?mè?</i>	'to burn'
<i>ātāgwè</i>	'to bend'

(a) -l- cluster (C₁ l) pattern

When C₂ is /l/, C₁ must be one of plosives /p, p^h, k, k^h, b, g/. Six clusters of this type found in Geba are exemplified below.

<i>m̄lèklé</i>	'forest'
<i>āp^hlò?</i>	'seed'
<i>dā?k^hlé</i>	'sugar cane'
<i>dāglòθè?ālé</i>	'red pepper'
<i>plé</i>	'tongue'
<i>blè?</i>	'arrow'

(b) -r- cluster (C₁ r) pattern

When C₂ is /r/, C₁ must be one of voiceless velar /k, k^h/. The two clusters found are shown below.

<i>dèwèdèkrò?</i>	'insect'
<i>θékòk^hrò?</i>	'to snore'

(c) -j- cluster (C₁ j) pattern

When C₂ is /j/, C₁ must be one of bilabial /p, m, b/. The four clusters are shown below.

<i>ākámjì?</i>	'tail'
<i>bjāsfí^hò?</i>	'child'
<i>pjú?à</i>	'to boil something'

2.4 Vowel phonemes

There are nine vowels in Geba. There are no diphthongs in native Geba language, but a few diphthongs are found in Burmese borrowed words. Geba seems to have breathy vowels, but there is an unaccounted for regularity between vowel breathiness and the voicing of preceding consonants². In this

² This regularity can be captured by the rule in (i).

presentation, the collected data are transcribed as phonetically voiced and breathiness is ignored.

Table (8) shows the vowel phonemes in this Geba dialect.

	Front		Central	Back
	(unrounded)		(unrounded)	(rounded)
Close	i			u
		ɪ		
Close mid	e		ə	o
	ɛ			ɔ
Open			a	

Table 8 Geba Vowels

2.4.1 Co-occurrence Charts

Table (8) shows the distribution of consonant and vowel phones which are found with initial and medial elements.

(i) C__ C / __ V
 | |
 [voiced] [..]

Char.	-ɔ	-ə	-a	-e	-ɛ	-ɪ	-i	-o	-u
p	1	4	4	2	4		1	2	
p ^h	2	1	4	4	1			15	3
t		16			1	1			
t ^h	2		12		2		16	9	1
k		3	8		3	1		10	3
ʔ	2	3	2	1	1		1		1
b	3	2	1	2	1	1	3	7	2
d	1	12	5	5	27	2	2	5	4
k ^h	9	3	12		6			13	3
g	1	9	8	1				1	3
m	6	1	3	6	12	1	18	2	16
n	5	1	4	4	3	2	10	4	4
r	1	1	3	1			1	4	2
θ	2	12	13	3	18		8	20	1
s	6	8	4	1	6		1	6	10
ʃ	2	1	1	3	2		8	2	2
s ^h	2		7	1	4		3	5	2
ʃ ^h				2			2		
h	1		2		5			2	3
ʒ	1								
ɣ	1								
j	2	1	26	3	4	5		4	2
l	8	9	23	19	18		5	15	4
ʋ	1		13	1	5		2	6	5
ɖ	5		1	2	3		3	3	4
w			7	16	19		9	3	1

Table 9 Consonant and vowel co-occurrence chart

From Table (9), vowel /ɪ/ occurs with the consonants /t, k, b, d, m, n/ often in complementary distribution with /i/. This deserves further investigation. The consonant /ʃ^h/ occurs only with the vowels /ɛ, i/ in complementary distribution

with /h /, and the consonants /ʒ / and /ɣ / are alike both occurring only with /ɔ /.

2.4.2 Vowel phonemes contrast

In the following example (10), phonetically similar segments are shown in analogous environments or minimal pairs.

10 (a)	[i]-[e]	<i>t^hiniδù</i>	'ladle'	<i>dēnèsēbó</i>	'pestle'	C.A.E
(b)	[i]-[ɛ]	<i>t^hɪ</i>	'water'	<i>t^hɛ</i>	'gold'	C.I.E
(c)	[ɪ]-[ɛ]	<i>ɪɔ̄jɪ</i>	'to be far'	<i>jɛ</i>	'to laugh'	C.A.E
(d)	[e]-[ɪ]	<i>t^hɛ</i>	'tiger'	<i>ēɪ^hɪkè?</i>	'to be bad'	C.A.E
(e)	[u]-[o]	<i>k^hù?</i>	'to dig'	<i>k^hò?</i>	'deer'	C.I.E
(f)	[ə]-[o]	<i>k^hàrēbò</i>	'shin'	<i>rō</i>	'to choose'	C.A.E
(g)	[ə]-[ɪ]	<i>ēdēnà</i>	'to be straight'	<i>dɪ</i>	'rice'	C.A.E
(i)	[i]-[ɪ]	<i>ēdɪ</i>	'to be thick'	<i>dɪ</i>	'rice'	C.A.E

2.4.3 Vowel description

There are nine vowels phonemes in Geba. Table (10) shows the nine vowel phonemes in Geba.

segments	example in Geba	English
/i/	<i>əbíp^hò?</i>	'to be short'
/ɪ/	<i>ʔəjī</i>	'to be far'
/e/	<i>dənèsəbó</i>	'pestle'
/o/	<i>əθó</i>	'rotten'
/ɛ/	<i>t^hé</i>	'gold'
/ɔ/	<i>səpwé</i>	'to sneeze'
/a/	<i>θà?</i>	'to itch'
/u/	<i>sùθími?</i>	'finger nail'
/ə/	<i>k^hàrəbò</i>	'shin'

Table 10 Vowel descriptions of Geba

2.5 Tones

Geba has three level tones: high, mid, low. All the tones can be attached to the glottal stop creating a new distinctive tone called a cut tone. One thing to note is that if the glottal stop appears in syllable initial position, it is a consonant; and, if it appears after the nucleus then it is a cut tone.

Table (11) shows the occurrence and the phonetic transcription of Geba tones.

	phonetic transcription	cut tones
mid	-	-ʔ
high	´	´ʔ
low	`	`ʔ

Table 11 Tones in Geba

The mid tones usually occur with the close mid central unrounded vowel ə and also appear in minor syllables. In (11) are some examples which show tone contrast in Geba.

- (11) (a) high tone and low tone with cut tone
k^hlí 'boat' *k^hlíʔ* 'turtle'
- (b) high tone and low tone.
k^hlí 'boat' *k^hlí* 'cross bow'
- (c) high tone and high tone with cut tone

hó 'silver' *hóʔ* 'bamboo'
(d) high cut tone and low cut tone
θóʔ 'tree' *θòʔ* 'louse'

2.6 Conclusion

There are two types of syllables, major syllables and minor syllables, in Geba. Words occur with stress in different syllable position such as in the first syllable position in major syllable and the second syllable position if there is a minor syllable.

There are 34 consonants, including 5 rare consonant phonemes, found in this analysis. Twelve consonants co-occur with four consonants in consonant clusters.

There are nine vowels in Geba and no diphthongs are found except in borrowed Burmese words. There are three tones, mid, high, low, and the glottal stop can be attached to all three tones to form cut tones.

CHAPTER 3

WORD CLASSES AND MORPHOLOGICAL PROCESSES

3.0 Introduction

In this chapter different word classes in Geba are described. Words are a unit of expression which is universally intuitively recognized by native-speakers in both spoken and written language (Crystal 2003:500).

Schachter (1985:3) states:

The grammatical properties of a word that are relevant to its part of speech classification include the word's distribution, its range of syntactic functions, and the morphological or syntactic categories for which it is specifiable.

Dixon (2006:2) states:

The main function of a language is to communicate meaning from speaker to addressee. Basic concepts are encoded as words, which are related together within the grammar. Three word classes are, I maintain, implicit in the structure of each human language: nouns, verbs and adjectives. Each has (a) a prototypical conceptual basis; and (b) prototypical grammatical function(s). The recognition of word classes in a language must be on the basis of internal grammatical criteria for that language.

The grammatical properties of each word which are relevant to its part of speech classification are described based on "language internal grammatical criteria". Word classes are divided into two broad categories: major word classes, such as nouns, verbs, adjectives and adverbs, and minor word classes, such as pronouns, demonstratives, classifiers, numerals and quantifiers, prepositions, locator nouns, conjunctions and particles. Morphological processes which include elaborate expressions, compounding, and affixations are also discussed.

3.1 Major word classes

In this section four different types of major word classes are presented. Nouns, verbs, adjectives and adverbs function as near universal parts of speech and are considered the major word classes; they are categorized as open word classes. Nouns will be discussed in sub-section 3.1.1 which includes the discussion of common nouns, proper nouns, mass nouns and abstract nouns. Section 3.1.2 will discuss main verbs, auxiliary verbs, preverbal and postverbal auxiliary verbs, copulas, and directionals. The third section, 3.1.3, will present adjectives, and the last sub-section, 3.1.4, will discuss the adverbs.

3.1.1 Nouns

Nouns are initially delimited semantically as a class of words which typically denote the name of most persons, places, and things. Their common syntactic function is as arguments or heads of arguments (Schachter 1985:7).

Syntactically, nouns are words that occur in the following constructions in Geba:

(i) Nouns can occur in a simple noun phrase structure with a classifier³ as shown in example (1).

(1) (Elicitation)

āpísāp ^h ò	dā	bwè
child	one	CLF
N	NUM	CLF

'one child'

(ii) Nouns can be found as heads of noun phrases and can function as arguments of verbs in clauses, as in example (2).

³ Classifiers do not function as pronouns like Thai language and they do not head noun-phrases.

(2) (Elicitation)

əpísəp^hò əm̀ìk^hó dā bwè swè
child man one CLF run
N N NUM CLF V

The boy runs.

In the above example, *əpí səp^hò əm̀ìk^hó*, 'the boy' is a preceding noun which functions as the subject argument of the verb *swè* 'run'.

Nouns in Geba also allow modification by quantifiers, modification by relative clauses and replacement by pronouns. These are explained in related sections.

3.1.1.1 Common nouns

Common nouns in Geba can be distinguished from other types of nouns because this type of noun can be followed by numerals and classifiers. Common nouns in Geba typically denote objects, places, and times. Objects, such as human and non-human things, places, and times occur with related classifiers (i.e. common nouns occur with sortal classifiers). The following examples show different types of common nouns with classifiers. Example (3) shows a common noun denoting a human classified by the human sortal classifier *bwè*.

(3) (Elicitation)

mō θó bwè
mother three CLF
N NUM CLF

'three mothers'

In example (4), large, four-legged animals and rodents are classified by the sortal classifier *áó*. In (5), small, four-legged animals, birds, amphibians, and insects are classified by the sortal classifier *òè*.

(4) (Elicitation)

t^hwì θó dó
dog three CLF
N NUM CLF

'three dogs'

(5) (Elicitation)

dí? lwì bè
frog four CLF
N NUM CLF

'four frogs'

More classifiers are presented in section 3.2.3.

3.1.1.2 Proper nouns

Proper nouns in Geba identify a specific entity, such as a person, place, thing, or specific period of time by its formal name. This type of noun does not occur with a classifier unless there are two or more entities that the proper noun could refer to. The following are examples of some proper nouns in Geba.

Name of the person: *ʔúsajt^hoŋ* 'U San Tun'

Name of the village: *dɔ̃mā́dɔ̃* 'Dor Mar Der'

Example (6a) shows that it would be unnatural to modify a proper noun with a number phrase *dʒì* 'two'.

(6a) (Elicitation)

*maòŋ dʒì bwè
Maung two CLF
PROP NUM CLF

'Two Maungs'

In example (6b), *ʔə* 'have' is required for denoting two instances of a proper name. The verb *ʔə* predicatively joins the proper noun and the classifier phrase.

(6b) (Elicitation)

maùŋ ʔð dzì bwè dó tʃaúŋ bú nò
Maung have two CLF at school in FP
PROP V NUM CLF PREP N LOCN FP

There are two Maungs at school.

Nouns which express time can be found without classifiers as shown in example (7).

(7) (Elicitation)

kʰúdēnì jā lè dó tʃaúŋ
today 1S go to school
N PRN V PREP N

Today, I go to school.

Example (8) shows an ungrammatical use of a time expression with a number and classifiers, *dā θé*.

(8) (Elicitation)

*kʰúdēnì dā θé jā lè dó tʃaúŋ
today one day 1S go to school
N NUM CLF PRN V PREP N

Today, one day I go to school.

However, *θé* 'day' and *wó* 'morning' can also function alone as time classifiers, and they can be counted with a number. For instance, *dā θé* 'one day', *dzì θé* 'two days' and *dā wó* 'one morning', *dzì wó* 'two mornings'. Examples (9) and (10), show 'day' and 'morning' as countable nouns with numbers and related classifiers.

(9) (Elicitation)

jā lé dēmèlǒ dzì θé
1S go training two day
PRN V N NUM CLF

I am (going) training for two days.

(10) (Elicitation)

jə lé dèmèlò dʒì wó
1S go training two morning
PRN V N NUM CLF

I go training for two mornings.

3.1.1.3 Mass nouns

Mass nouns are also found in Geba. Mass nouns can only be counted if a measure classifier is used. Examples (11), (12), and (13) show mass nouns with a specific container to measure them.

For the mass noun *tʰi* 'water' the specific container *səlbə?* 'cup' is used to classify the noun.

(11) (Elicitation)

tʰi lwì səlɓə?
water four cup
N NUM CLF

'four cups of water'

For the mass noun *hú* 'rice' the specific container *tù?* 'cup' is used to classify the noun as in example (12).

(12) (Elicitation)

hú lwì tù?
rice four cup
N NUM CLF

'four cups of rice'

For the mass noun *lòθími?* 'sand' the specific container *tʰə* 'bag' is used to classify the noun as in (13).

(13) (Elicitation)

lòθími? t̩ tʰə
sand one bag
N NUM CLF

'one bag of sand'

According to the above findings, there are various mass nouns which are uncountable but do occur with related measure classifiers.

3.1.1.4 Abstract nouns

Abstract nouns are also found in Geba. Examples (14), (15), and (16) show some abstract nouns in Geba.

(14) (Elicitation)

dèṃḍḅè?
mercy
N

'mercy'

(15) (Elicitation)

dèḅéḅ?
love
N

'love'

(16) (Elicitation)

dèθè^hè?
anger
N

'anger'

Abstract nouns in Geba are formed by adding the prefix *dè* to verbs or adjectives and thereby changing their word class into nouns. Abstract nouns cannot be used with a count classifier or any container. They are uncountable nouns.

The evidence that the abstract nouns cannot be used with classifiers or any measurable container is shown in example (17).

(17) (Elicitation)

*dèbélì? lwì dèbélì?

love four love

N NUM N

'four kinds of love'

There are some abstract concepts which do not have a native Geba word. To express such concepts, a word with a similar meaning or a negated antonym is used. For example, the word 'hate' does not exist in Geba. therefore, native speakers use a word with a similar meaning, *θét^hé?* 'angry', or they might use the negative usage, *tā wè nō?* 'not good'.

Another example is the concept 'smart'. As there is no specific term for 'smart' in Geba, native speakers sometimes borrow *ā p^hjā? lā?* 'smart' or *āp^hjì?* 'well-become' from Burmese or use native words which have the most similar meaning. Borrowed words function as single words as in *ā?mòswè* 'brain run', or *ā plá?* 'polite or well-behaved', or *sāp^hrē?l^hāsāp^hrē?lā* 'active'.

3.1.2 Verbs

Different kinds of verbs are widely used in Geba to express activity, state, accomplishment, or achievement. Verbs appear in Geba as main verbs, auxiliary verbs, postverbal auxiliaries, copulas, and directional particles. The following section will discuss the syntactic structure and the functions of verbs in Geba.

3.1.2.1 Main verbs

Main verbs in Geba may be the only verb in a verb phrase. Examples (18), (19), (20), and (21) show main verbs in Geba.

In example (18), the verb *ʔə* 'stay' is a monosyllabic full verb occurring as the predicate.

(18) (Elicitation)

màŋ ʔə ʃi

Maung stay house

PROP V N

Maung stays home/ Maung stayed home/ Maung is staying home.

Examples (19), (20), and (21) also show that the monosyllabic full verbs *dè* 'hit', *swè* 'run', and *ʔà* 'eat' optionally function as predicates in Geba without additional verbal particles.

(19) (Elicitation)

màŋ dè zə

Maung hit Zaw

PROP V PROP

Maung hits Zaw.

(20) (Elicitation)

màŋ swè dɔ tʃaún

Maung run to school

PROP V PREP N

Maung runs to school.

(21) (Elicitation)

maùŋ ʔà dé dó sē pàʔ

Maung eat thing with 3S father

PROP V N CONJ PRN N

Maung eats with his father.

3.1.2.2 Auxiliary verbs

Auxiliary verbs occur with the main verb to form a complex verb phrase. Auxiliary verbs cannot be the head which provides the main semantic content of the verb phrase and they cannot occur alone without the main verb. Two kinds of auxiliaries, pre-verb auxiliaries and post-verb auxiliaries, occur in Geba. Auxiliaries are a closed minor class but discussed here with verbs since some of them are also verbs. In this thesis, the term auxiliary is used for any verbal particles that are not full verbs.

3.1.2.2.1 Preverbal auxiliaries

In Geba, preverbal auxiliaries occur before the main verb. *kə* 'will', and negation '*tə...nɔʔ*' are preverbal auxiliaries occurring in Geba.

Preverbal auxiliary *kə*

The auxiliary *kə* 'will' always precedes the main verb. In example (22), the verb *θábò* 'sing' occurs with the auxiliary verb *kə* 'will' to form a verb phrase.

(22) (Elicitation)

maùŋ kə θábò dè

Maung will sing thing

PROP AUX V N

Maung will sing.

The auxiliary verb *kə* 'will' functions as a future marking to express an incomplete action that will be done in the future. Example (23) shows the incomplete action (irrealis) construction in Geba.

(23) (Elicitation)

m̀̀b́́e t̃ l̃́́ e ǹ̀ j̃́́ k̃́́ l̃́́ t̃́́ a d́́ o m̃́́ a ñ́́ d̃́́ e l̃́́ e
next one month that 1S will go ascend to Mandalay
ADV NUM N DEM PRN AUX V V PREP PROP

Next month, I will go to Mondalay.

Preverbal negative auxiliary 't̃́́...ñ́́?'

In Geba, negative particles can be found as the discontinuous morphemes 't̃́́...ñ́́?'. In this type of discontinuous morpheme structure, the first negative particle can be found as preverbal auxiliary before the main verb and the other always in final position. Example (24) shows the discontinuous negative structure of the preverbal auxiliary 't̃́́...ñ́́?'.
't̃́́...ñ́́?'

(24) (Elicitation)

ḗ́ p̃́́ s̃́́ p̃́́ h̃́́ ò? t̃́́ l̃́́ e d́́ o t̃́́ ʃ̃́́ a ú̃́́ ŋ ñ́́ ?
child not go to school not
N NEG V PREP N NEG

The child does not go to school.

The negation of the copula in Geba is the same as negation of a main verb. It is a discontinuous morpheme, the first part of which precedes the copula and the second part of which follows the predicate in final clause position. Example (25) shows a copula verb in Geba.

(25) (Elicitation)

s̃́́ e m̃́́ s̃́́ r̃́́ a
3S be teacher
PRN COP N

He is a teacher.

Examples (26) and (27) show the syntactic structure of the negation of a copula and possession in Geba.

(26) (Elicitation)

sè t̄ mī s̄rà nó?
3S not be teacher not
PRN NEG COP N NEG

He is not a teacher.

(27) (Elicitation)

j̄ t^hwì t̄ ?ð d̄ó s̄ ?ð nó?
1S dog not have to 3S have not
PRN N NEG V PREP PRN V NEG

He doesn't have my dog.

Example (28) is an ungrammatical structure of negative copula in Geba.

(28) (Elicitation)

*sè t̄ mī nó? s̄rà
3S not be not teacher
PRN NEG COP NEG N

He is not a teacher.

In summary, two kinds of auxiliaries *k̄*, and negative '*t̄...nó?*' appear before the verb and are called preverbal auxiliaries.

3.1.2.2.2 Postverbal auxiliaries

Geba has several post verbal auxiliaries. *mó*, in otherwise unmarked sentences, expresses that, the action has already happened. The aspect marker *wè* 'still' shows the action in progress. They occur as postverbal auxiliaries. The directional verbs are also treated as postverbal auxiliaries.

Postverbal auxiliary *mó*

The postverbal auxiliary *mó* appears after the main verb and is denoted as a postverbal auxiliary. Example (29) shows the postverbal auxiliaries *mó* indicating a completed action.

(29) (Elicitation)

màŋ lè **mó** bálè
Maung go AUX where
PROP V AUX QW

Where did Maung go?

Postverbal auxiliary *wè*

Another postverbal auxiliary marking in Geba is expressed by adding *wè* 'still' to the main verb. Example (30) shows the imperfective structure in Geba with a stative verb.

(30) GB 9.5(1)

sā ʔò **wè** dó máŋdǎlé
3S stay still at Mandalay
PRN V ASP PREP PROP

He is still in Mandalay.

The same postverbal auxiliary *wè* is used with active verbs to form the progressive structure in Geba. Example (31) shows the progressive aspect construction in Geba.

(31) (Elicitation)

sā swè **wè**
3S run still
PRN V ASP

He is still running.

Example (32) shows another example of aspect marking with an active verb.

(32) (Elicitation)

wè zú wè
rain fall still
N V ASP

It is still raining.

Another kind of collocation is the emphatic marker *p^háθà?* with *wè*. In this case, the aspect marker is intensified and indicates that the agent is doing something indeed.

Example (33) shows the collocation *p^háθà?* and *wè* in a transitive clause.

(33) (Elicitation)

maùŋ ʔà dí p^háθà? wè
Maung eat rice PRT still
PROP V N PRT ASP

Maung is still eating rice.

Postverbal auxiliary *zà*

Geba has several mood and mode markers that occur in the verb phrase. One such modality verb is *zà* 'can/ able to'. It follows after the main verb to form a postverbal auxiliary in Geba. Example (34) shows that the modality verb 'able or can' following the verb.

(34) (Elicitation)

jē sàt^hi zà wè sé
1S see can still 3S
PRN V AUX ASP PRN

I still can see him.

Postverbal auxiliaries as directional verbs

Directional verbs in Geba can be seen as postverbal auxiliary verbs. The following examples (35) and (36) show directional verbs in Geba.

A directional verb can also function as a main verb. In example (38), the directional verb occurs as a main verb.

(35) (Elicitation)

ḃètǎḃènǎ? sǎ tʰǎ dó jǎngǎn
probably 3S ascend to Yangon
ADV PRN V PREP PROP

Probably, he will go to Yangon.

In example (36), the directional verb *tʰǎ* 'ascend' follows the main verb to show the direction and the movement of the agent is ascending.

(36) (Elicitation)

ḃètǎḃènǎ sǎ lè tʰǎ dó jǎngǎn
probably 3S go ascend to Yangon
ADV PRN V V PREP PROP

Probably, he will go to Yangon.

In example (37), the directional verb *gè* follows the main verb to show the direction is reversed and redone by the agent.

(37) GA 24(1)

maǎn dè là gè ǎnè
Maung hit descend back himself
PROP V V V REFLX

Maung hit himself.

As seen in the above examples, the directional verbs in Geba show the movement and the direction of the agent. Syntactically, the directional verbs can follow the main verb and they function as postverbal auxiliary to deepen the meaning of the main verb.

Postverbal auxiliary as adverbs

Adverbs are words which modify the meaning of a verb. Typically, adverbs follow the main verb and function as postverbal auxiliary in Geba. Example (38) shows the adverb *əplá* 'quickly' modifying a verb.

(38) (Elicitation)

jə hɛ? əplá lɔ
1S walk quickly FP
PRN V ADV FP

I walk quickly.

3.1.2.2.3 Preverbal and Postverbal auxiliary *ɓɛ*

Another kind of auxiliary in Geba is *ɓɛ*. *ɓɛ* 'have to', occur as both preverbal and post verbal auxiliaries. The preauxiliary verb *ɓɛ* in Geba functions as the auxiliary verb 'have to' or 'should' which has a hortative sense. The word order for the modal sense 'have to' would be 'V AUX' while 'should' has the word order 'AUX V'. Example (39) shows *ɓɛ* as the modal verb 'have to' in Geba.

(39) WL 005

jə mɛ ɓɛ pòmū gərɔ kʰò tɔ plà
1S work have to woman organization leader one time
PRN V AUX N N N NUM CLF

I had to work as a woman group leader one time.

Example (40) shows *ɓɛ* as the modal auxiliary verb 'should' in Geba.

(40) DB 029

tɔ plà nò kɔ ɓɛ ?à sàdɛ sàdɛ
one time that will have to eat how much how much
NUM CLF DEM AUX AUX V ADV ADV

How much we should eat for one time.

In example (41), the modal auxiliary verb *ǝè* 'must' is used for giving command or strong advice.

(41) (Elicitation)

k^húdǝnì nǝ ǝè lé t^hà tǝáúŋ
 today 2S have to go ascend school
 N PRN AUX V V N

You must go to school today.

Summary of preverbal and postverbal auxiliaries

The following table shows the summary of preverbal and postverbal auxiliaries which precede and follow the main verb in Geba.

preverbal auxiliary	main verb	postverbal auxiliary
future marker <i>kǝ</i> 'will'		
auxiliary <i>ǝè</i> 'have to'		auxiliary <i>ǝè</i> 'have to'
negation <i>tǝ...nǝ?</i> 'not'		
		past particle <i>mó</i> 'did'
		aspect marker <i>wè</i> 'still'
		modal verb <i>zà</i> 'able/can'
		directional verb <i>t^hà</i> 'ascend', <i>là</i> 'descend'
		adverbs <i>plà</i> 'quickly', <i>ǝàǝ</i> 'slowly', <i>ǝǝrò</i> 'quietly'

Table 12 Preverbal and postverbal auxiliaries in Geba

3.1.2.3 Copula

Copula verbs are defined as those verbs which link a noun phrase and a non-verb predicate. In example (42), the Geba copula *mǝ* is shown linking two noun phrases. *mǝ* never takes an adverb or aspect marker in an equative construction.

(42) (Elicitation)

jǎ hì mī nǎ hì
1S house be 2S house
PRN N COP PRN N

My house is your house.

The following example (43) shows the ungrammatical structure *mī* with aspect marker.

(43) (Elicitation)

*jǎ hì mī nǎ hì wè
1S house be 2S house still
PRN N COP PRN N ASP

My house is your house.

In example (44), the copula *mī* joins a pronoun and a common noun.

(44) (Elicitation)

sè mī sǎrà
3S be teacher
PRN COP N

He is a teacher.

In example (45), another kind of copula *?ǎ*, related to the verb 'live' and 'stay', joins a noun phrase and a prepositional phrase in a locative construction. This kind of construction can take adverb or aspect markers.

(45) (Elicitation)

jǎ t^hwì ?ǎ dǒ sè ?ǎ nù
1S dog stay at 3S have FP
PRN N V PREP PRN V FP

My dog is with him.

3.1.3 Adjectives

Adjectives in Geba modify nouns and, typically, the adjective follows the noun. However, in some cases, adjectives behave similarly to verbs. Thus, it is not clear if adjectives form their own class or are subclass of verbs. While adjectives have some characteristics of verbs, there is still good evidence that adjectives form a distinct word class in Geba.

Jones (1961:16) describes adjectives as verbs which attributive to nouns or adjectival verbs which follows verbs.

"Verbs in Karen languages are syntactically free form. When they occur in an attributive construction with a headnoun, they follow after the noun. Adjectival verbs immediately follow primary verbs and it is attributed to the verb. The secondary verb is situated in final position in verb constructions and they are attributed to the entire construction."

The following section will discuss how adjectives are similar and dissimilar to verbs.

3.1.3.1 Features adjectives have in common with verbs

The functions of adjectives which are similar to verbs are discussed below. In Geba, adjectives are negated in the same way as verbs. The two examples (46a) and (46b) show the affirmative and negative construction with adjectives.

(46a) (Elicitation)

p ^h ḁ	ājò	nù	ālé
flower	this	this	red
N	DEM	DEM	ADJ

This flower is red.

(46b) (Elicitation)

p^hò əjò nù t̄ə lé nɔʔ
flower this this not red not
N DEM DEM NEG ADJ NEG

This flower is not red.

Examples (47a) and (47b) show the intransitive verb *swè* 'run' and its negated form. In both cases negation is structurally the same.

(47a) (Elicitation)

písəp^hò əmìk^hó d̄ə bwè swè
child man one CLF run
N N NUM CLF V

The boy runs.

(47b) (Elicitation)

písəp^hò əmìk^hó d̄ə bwè ət̄ə swè nɔʔ
child man one CLF not run not
N N NUM CLF NEG V NEG

The boy does not run.

Another similarity is that adjectives can be modified by the aspect marker *wè* 'still' that normally modifies verbs as in example (48).

(48) (Elicitation)

hì əjò θé wè
house this new still
N DEM ADJ ASP

This house is still new.

Example (49) is the aspect marker *wè* 'still' that modifies verbs.

(49) (Elicitation)

sā swè wè

3S run still

PRN V ASP

He is still running.

Thirdly, both main verbs and adjectives in Geba also occur alone as the predicate of a clause, describing the subject of the clause; there is no auxiliary or copula verb. Example (50) shows the subject and the predicate, which is an adjective in a stative clause, and the noun phrase is followed by the adjective.

(50) (Elicitation)

jā θèt^hè?

1S angry

PRN ADJ

I am angry.

Example (51) shows the subject and a predicate, which is a motion verb *swè* 'run', where the subject is followed by the main verb.

(51) (Elicitation)

maùŋ swè

Maung run

PROP V

Maung runs.

3.1.3.2 Features that separate adjectives from verbs

There is also evidence that adjectives are distinct from verbs. Inside the noun phrase, both adjectives and verbs can modify a noun. Examples (52) and (53) show how adjectives and verbs function attributively inside a noun phrase. The fact that the classifier follows *əθípa* 'black' shows that this modification is inside noun phrase. In a noun phrase, adjectives and verbs typically follow the noun.

(52) (Elicitation)

t^hwì əθípā t̄ə d́ó ənò nù
dog black one CLF that this
N ADJ NUM CLF DEM DEM

'that one black dog'

Usually, verbs directly modify the noun. In example (53), the verb modifies the preceding noun but requires the prefix *ə*. Without adding *ə* the result is ungrammatical and the same is true of adjectives as seen in (52).

(53) (Elicitation)

t^hwì əswè t̄ə d́ó ənò nù sàt^hì t^hòp^hò? t̄ə ɓè
dog run one CLF that TOP see bird one CLF
N V NUM CLF DEM TOP V N NUM CLF

That one dog (which) runs sees the bird.

Example (54) shows that it is ungrammatical if a relativizer is included between the noun and verb and the same is true of adjectives.

(54) (Elicitation)

*t^hwì d́ó əswè t̄ə d́ó ənò nù sàt^hì t^hòp^hò? t̄ə ɓè
dog which run one CLF that TOP see bird one CLF
N REL V NUM CLF DEM TOP V N NUM CLF

That dog which runs see the bird.

However, more than one adjective can occur in a noun phrase, while verbs are limited to one. Example (55) shows the positions of multiple adjectives in a noun phrase in Geba. Also, the prefix *ə* is required to attach adjectives.

(55) (Elicitation)

t^hwì əlé əd́ó θó d́ó
dog red big three CLF
N ADJ ADJ NUM CLF

'the three red big dogs'

Example (56) shows that it is ungrammatical for two consecutive verbs to appear followed by a number and classifier.

(56) (Elicitation)

*t^hwì swè ʔà θó dó
 dog run eat three CLF
 N V V NUM CLF

'dog runs eats three'

If a verb and adjective occur together, it would be ungrammatical to omit the relativizer which normally occurs before the verb and also the position of adjective appear after verb as in example (57).

(57) (Elicitation)

*t^hwì əswè əlè θó dó
 dog run red three CLF
 N V ADJ NUM CLF

'the three run red dogs'

If an adjective and verb appear consecutively, the relativizer *dó* should appear before the verb to be more natural in the sentence. Example (58) shows that the relativizer is needed in this kind of construction in Geba

(58) (Elicitation)

t^hwì əθípà dó əswè θó dó nù sàt^hì t^hòp^hòʔ tē ʃè
 dog black which run three CLF TOP see bird one CLF
 N ADJ REL V NUM CLF TOP V N NUM CLF

The three running black dogs see the bird.

The next evidence is from comparative and superlative constructions. The comparative degree suffix marker *-dǎlǐ* directly follows the adjective in comparative constructions.

Example (59) shows the comparative constructions with an adjective.

(59) GB 12.4(1)

maùŋ t^hó-dǎlí zò

Maung tall-er Zaw

PROP ADJ-SUF PROP

Maung is taller than Zaw.

For verbs, to form the comparative structure, another adverb *ʔǎʔéʔ* optionally can precede the comparative morpheme *dǎlí* as in example (60).

(60) (Elicitation)

maùŋ θǎhé ʔǎʔéʔ-dǎlí zò

Maung know **much-er** Zaw

PROP V ADV-SUF PROP

Maung knows more than Zaw.

It is also natural to construct the sentence without *ʔǎʔéʔ* as in example (61).

(61) (Elicitation)

maùŋ θǎhé-dǎlí zò

Maung know-er Zaw

PROP V-SUF PROP

Maung knows more than Zaw.

Adjectives can also occur only with suffix *-gǎdú* in the superlative construction but verbs need an adverb *ʔǎʔéʔ* to function in the superlative suffix *-gǎdú* construction. Example (62) shows the superlative structure of adjectives in Geba without adverb *ʔǎʔéʔ*.

(62) GB 12.5(1)

dó dó bú nò maùŋ t^hó-gǎdù lǎ

at village in this Maung tall-est FP

PREP N LOCN DEM PROP ADJ-SUF FP

Maung is the tallest in the village.

But verbs need the adverb /ʔʔʔʔ/ to come before the superlative marker -*gǎdú* in a superlative construction as in example (63).

(63) (Elicitation)

dó dó bú nò maðŋ θǎhé /ʔʔʔʔ-gǎdú lǎ
 at village in that Maung know **much-est** FP
 PREP N LOCN DEM PROP V **ADV-SUF** FP

In the village, Maung knows much.

3.1.3.3 Summary

As can be seen above, adjectives seem to share some characteristics of verbs especially with regards to negation and aspect markers. Also, both main verbs and adjectives occur as the predicate of a clause without auxiliaries. But adjectives also have distinct characteristics not shared with verbs. The position and structure of adjectives and verbs in a noun phrase, the prefix *ǎ*, the position of a relativizer, the serial construction of attributive adjectives and verbs, and the comparative and superlative construction show strong evidence that adjectives exist in Geba as a distinct word class. Table (13) shows the comparison of adjectives and verbs.

	adjective	verb
negation	+	+
aspect marking	+	+
as predicates without copula	+	+
attribute to noun phrase	+	+
ǎ-prefix	+	+
Can precede another adjective modifier	+	-
Follow another adjective without /dó/	+	odd
comparative construction with /ʔʔʔʔ/	never	optional
superlative construction with /ʔʔʔʔ/	never	always

Table 13 The comparison of adjectives and verbs
in Geba

According to the above findings, there is evidence that adjectives belong to a definable class which is separate from verbs.

3.1.4 Adverbs

Adverbs are words which modify the meaning of a verb, an adjective, or another adverb. Typically, adverbs follow verbs.

Henderson 1967:171 states:

There are three tones in Bwe; high level, mid level and low level. Tonal alternation, which can occur together with vowel alternation, alternation of the initial consonant, or final consonant alternation, is found in reduplicative or repetitive expressions. Some similarities between Bwe phonology and syntax structures and Geba are found.

Jones (1961:21) states that adverbials occur in a special initial position in extended constructions.

Example (64) shows the adverb *āplá* 'quickly' modifying a verb.

(64) (Elicitation)

jā hē? āplá lō
1S walk quickly FP
PRN V ADV FP

Maung walks quickly.

Sometimes adverbs of movement modify by using a reduplicated form. In example (65), the reduplication expresses the feeling that the speaker is emphasizing the action he is doing or he was doing. It is noted that the first adverb has low tone and the second adverb has high tone.

(65) (Elicitation)

jā hɛʔ plà plá
1S walk quickly quickly
PRN V ADV ADV

Maung walks more quickly.

ʃòʔ 'very' is used to intensify the manner of action expressed in the phrase as in example (66).

(66) (Elicitation)

jā hɛʔ plá ʃòʔ
1S walk quickly very
PRN V ADV ADJ

I walk very quickly.

Sometimes adverbs do not directly follow the adjective, verb, or adverb they modify. In this case they are associated with the word they modify by another preposition in order to emphasize the action. Example (67) shows the adverb *əplá* which modifies *hɛʔ* 'walk'. Its association is marked by the preposition *dó*. The adverb follows after the verb but if it is connected by the preposition *dó*⁴ it emphasizes the manner.

(67) (Elicitation)

jā hɛʔ dó əplá l̄
1S walk with quickly FP
PRN V CONJ ADV FP

I walk quickly/ I am walking quickly.

tək^hátək^hâ is another adverb that occurs as a reduplicated form. Example (68) shows it as a negative reduplicated adverbial. It is noted that tone changes occur in reduplicated form.

⁴ *dó* not only denotes 'to' but also as 'with' when it is used to indicate the manner.

(68) BH 004

sā dā dè sā θārè tā dō tāk^hātāk^hà nɔ?
3S one hit 3S horse not CLF never not
PRN NUM V PRN N NEG CLF ADV NEG

He never beats his horse.

Adverbial elaborate expressions also appear as reduplicated forms where the first two syllables and the last two syllables are the same (i.e.AABB). Examples (69) and (70) show an adverb of elaboration in Geba.

(69) GB 15.7(4)

maùŋ swè bābās^hés^hé tā plà nò əládās^hó? sè
Maung run difficulty one time this tired 3S
PROP V ADV NUM CLF DEM V PRN

The harder Maung ran, the more tired he got.

(70) GB 16.2(3)

maùŋ ?ə fī bù jəjəjəjà lə
Maung stay house in always FP
PROP V N PREP ADV FP

Maung always stays home.

Adverb intensifiers occur after the adjective. In example (71), the adverb *pì?* intensifies the preceding adjective *əθípà* 'black'.

(71) (Elicitation)

t^hwì dō əkámī əθípà pì?
dog which tail black really
N REL N ADJ INTS

'The dog with the jet-black tail'

Several varieties of adverb constructions are found in Geba. As can be seen above, adverbs in Geba occur as reduplication, intensifier, elaboration, and are sometimes linked by *dó*.

3.2 Minor word classes

Minor word classes in Geba form closed classes. The closed classes, pronouns, demonstratives, prepositions and locator nouns, numerals, classifiers, and conjunctions, are discussed in this section.

3.2.1 Pronouns

Pronouns are a small closed class of words which may function as the subject or the object in a clause. Pronouns can also function as arguments in prepositional phrases, and some pronoun forms occur as possessors in noun phrases. In Geba, pronouns play an important role by providing continuity and brevity. No gender or class distinctions are relevant for pronouns. The inclusive and exclusive distinction is only for emphasis and occurs only in first person plural pronouns. There are also reflexive pronouns and reciprocal pronouns. Pronouns are marked for person (1st, 2nd, and 3rd). Number is also marked in 1st and 2nd person pronouns. Table (14) shows the different pronouns for different functions in the clause or phrase in Geba.

	Number		Function			
			Subject/free pronoun	Object	Possessor	refelxives
1 st Person	Singular		jā/jè	jé	jā	jānè
	Plural	Exclusive	wà	wà	wà	
		Inclusive	kā	ké	kā	
2 nd Person	singular		nā	né	nā	nānè
	plural		θí			
3 rd Person			sā/ā/sè	sé	sā/ā	sā/ā nè

Tabel 14 pronoun systems in Geba

According to the above table, the 1st person singular pronouns *jā* and *jè* appear in the subject position. However, they are distinguished in that they appear

before different verbs. The 1st person pronoun *jā* appears in the subject position preceding a main verb, but *jè* only occurs the subject position before the copula particle *mī* 'be.' The consistent changes in tone and the vowel quality from subject to object occur as a change from mid or low tone to high tone except the 1st person plural exclusive and the 2nd person plural form.

Example (72) exemplifies the first person singular pronoun in the subject positions.

(72) WL 005

jā 6éìò dèθā6ùθā6é

1S love religion

PRN V N

I love religion.

Example (73) shows the appearance of *jè* before *mī*.

(73) (Elicitation)

jè mī sārà

1S be teacher

PRN COP N

I am a teacher.

For the object position, the first person singular pronoun appears as the pronoun *jé*. Example (74) shows the first person singular pronoun in object position.

(74) WL 011

sā ʔì jé dēk^hòdēʔá

3S give 1S strength

PRN V PRN N

He gives me strength.

The 1st person singular possessive pronoun appears in the subject position as *jə̄* in (75).

(75) WL 001

jə̄ *pàʔ* *ə̄mí* *mī* *ʔúsə̀ŋtʰu̯*
1S father name be U San Tun
PRN N N COP PROP

My father's name is U San Tun.

Sometimes both of the first person singular pronouns appear together in emphatic or topic sentence initial position. In this case, the first person singular pronoun has a tone change from low to high, and the possessive pronoun follows it.

Example (76) shows the two first person singular pronouns appearing consecutively in subject position to focus the speaker's emphatics.

(76) WL 001

jé *jə̄* *mō* *ə̄mí* *mī* *də̄ʔéθaŋ*
1S 1S mother name be Daw Aye Than
PRN PRN N N COP PROP

My mother's name is Daw Aye Than.

First person plural pronouns in Geba can show inclusion or exclusion. The discussion of inclusive and exclusive pronouns will be presented in section 3.2.1.1.

For the second person singular pronoun, *nə̄* occurs in the subject position and possessor position.

Example (77) shows the second person singular pronoun in Geba.

(77) GB 18.10(1)

maùŋ nā mè dānè

Maung 2S work INTER

PROP PRN V ILL.F

Maung, what are you doing?

The second person possessive pronoun is followed by the noun in example (78).

(78) (Elicitation)

maùŋ lè dó nā lè bú

Maung go to 2S field in

PROP V PREP PRN N LOCN

Maung, go to your field.

For third person, *sā*, *sè* and *ā* are distinguished by how they function as arguments of verbs. There is no masculine, feminine, singular or plural form for this pronoun class. Like first person singular pronouns, *sā* appears before the main verb and as a possessive pronoun while *sè* precedes the copula particle *mī* 'be'. But this distinction is not as consistent as in the first person singular pronoun; both *sè* and *sā* can be found before *mī* 'be'.

Example (79) shows the third person singular pronoun in the subject position.

(79) GB 10.3(5)

sā dō jè bjà dā wè lè

3S tell 1S person one CLF go

PRN V PRN N NUM CLF V

He told me that the man went.

In example (80), *sè*, the third person pronoun appears before copula.

(80) (Elicitation)

sè mī sārà
3S be teacher
PRN COP N

He is a teacher.

In example (81), *sā* appears as a co-referential of the third person singular pronoun.

(81) BH 004

sā pīkó dā wè nò sā bélò sā θārè? tā dó sā
3S young brother one CLF that 3S love 3S horse one CLF 3S
PRN N NUM CLF DEM PRN V PRN N NUM CLF PRN

Error!Error!

His younger brother loves his horse so he feeds well.

In Geba, *ā* often appears as co-referential with proper nouns and *sā* often appears as a third person singular pronoun. Example (82) shows the appearance of *ā* as a possessive noun and as a coreferential of a proper noun.

(82) (Elicitation)

zò lè dó ā-lè bù
Zaw go to his-field in
PROP V PREP POS-N PREP

Zaw goes to his field.

It is impossible for *ā* to appear in the subject position. Example (83) shows the ungrammatical structure of *ā* appearing as a subject sentence initial position.

(83) (Elicitation)

*ə mī dóp^háǎk^hò ənè l̩
3S be village-chief himself FP
PRN COP N REFLX FP

He is the village chief.

It is ungrammatical for a proper noun to appear in the sentence initial position in Geba and followed by ə. Example (84) shows the ungrammatical structure of a proper noun appearing in sentence initial position followed by ə.

(84) (Elicitation)

*zò ə mī dóp^háǎk^hò ənè l̩
Zaw 3S be village-chief himself FP
PROP PRN COP N REFLX FP

Zaw is the village chief.

Therefore, ə can only be used as a possessive pronoun.

The 3rd person pronoun form can be singular or plural depending on its antecedent noun. Examples (85) and (86) show the use of the third person pronoun in both plural and singular contexts. The quantifier *də̀l̩à* 'plural' is attached to the antecedent nouns.

(85) (Elicitation)

əp̩s̩əp̩^hò də̀l̩à nò t̩ə ʔò d̩ó h̩ì n̩óʔ s̩è lé d̩ó t̩ʃaúŋ nò
child many that not stay at house not 3S go to school FP
N QNT DEM NEG V PREP N NEG PRN V PREP N FP

The children are not at home. They went to school.

(86) (Elicitation)

əp̩s̩əp̩^hò nò t̩ə ʔò d̩ó h̩ì n̩óʔ s̩è l̩è d̩ó t̩ʃaúŋ nò
child that not stay at house not 3S go to school FP
N DEM NEG V PREP N NEG PRN V PREP N FP

The child is not at home. He went to school.

The above sentences show that both 3rd person plural and singular are referred to by the same pronoun but the antecedant determines the meaning of pronoun.

Resumptive pronoun constructions also occur in Geba. In these constructions, pronouns replace noun phrases and follow the noun phrase with which they are co-referential. The noun phrase introduces the participant in an emphatic way as a topic, and, then, the pronoun resumes the reference and, together with the verb, shows what the participant does. Example (87) shows a resumptive pronoun occurring before *bélò* 'love'. This is also an appositive noun phrase structure.

(87) BH 004

sā	píkó	dā	wè	nò	sā	bélò	sā	θārèʔ	tā	dó
3S	young brother	one	CLF	that	3S	love	3S	horse	one	CLF
PRN	N	NUM	CLF	DEM	PRN	V	PRN	N	NUM	CLF

His younger brother, he loves his horse.

3.2.1.1 Inclusive and exclusive pronouns

Inclusive and exclusive pronouns are used in Geba for first person plural form only. If a person wants to include the person spoken to (addressee) *kā* is used while *wà* is used to exclude the addressee.

Examples (88) and (89) show the inclusive pronouns structure where two siblings are talking to each other.

(88) (Elicitation)

āmò	bwè	nì	kèʔ	tā̀kòʔ	dā	dé	jó
his-mother	buy	for	1Pin	bread	one	thing	this
POS-N	V	CONJ	PRN	N	NUM	N	DEM

Mother bought us this bread.

(89) (Elicitation)

kā ʔà bɛ̃ tākòʔ dā dé nò
1Pex eat have to bread one thing that
PRN V AUX N NUM N DEM

We have to eat that bread.

Example (90) shows two students asking their teacher to give them a story book using the first person plural exclusive pronoun.

(90) (Elicitation)

nā ʔì zà wè wà dèlèplòsɛ̃ hà
2S give can still 1Pex story book INTER
PRN V AUX AUX PRN N ILL.F

Can you give us (and not you) a story book?

kā can also be a generic plural pronoun and *wà* can be used to specify the speakers. In example (91), the narrator is explaining how she puts things in a jar. In this case, *kā* appears instead of *wà*.

(91) RW 005

kā bɛ̃nì gè m̩wè bú tã plà
1Pex put back earthen jar in one time
PRN V V N LOCN NUM CLF

'After we put back in the jar'

In example (92), *wà* is used to emphasize the speaker.

(92) WW 003

wà θoɔ́ pìs^hàʔ mī gɛ̃ jó
1P spend money be like this
PRN V N COP PREP DEM

We use money like this.

3.2.2.2 Reflexive and reciprocal pronouns

Reflexive and reciprocal pronouns are also found in Geba. The reflexive pronoun is formed by adding the suffix *nè* to any of the 1st, 2nd or 3rd person pronouns. *l̄wá* functions as the reciprocal pronoun. There is no reflexive marker on the verb. For reflexive verbs, the subject and the object are co-referential as indicated by the presence of *nè*.

Examples (93) and (94) show how the reflexive and reciprocal pronouns are used in Geba. In this case there is no reflexive marker on the verb. The subject and the object are co-referential as indicated by the presence of *nè*.

(93) GB 14.4(1)

jā dè gè jānè
1S hit back myself
PRN V V REFLX

I hit myself.

(94) (Elicitation)

sā dè gè sānè
3S hit back himself
PRN V V REFLX

He hits himself.

As there is no specific third person reflexive pronoun, Geba speakers often use the noun *bjà* 'people' to form the third person plural reflexive pronouns as in example (95).

(95) (Elicitation)

bjà dè gè bjànè
person hit back themselves
N V V REFLX

They hit themselves.

For the reciprocal, the form *l̄wá* 'each other' is used. More than one participant is found in this kind of construction. Example (96) shows the reciprocal construction in Geba.

(96) GB 14.5(1)

jè kī maùŋ l̄dè l̄wá
 1S and Maung hit each other
 PRN CONJ PROP V RECP

Maung and I hit each other.

3.2.2 Demonstratives

Demonstratives in Geba are used to point out a particular thing or individual which is near or far from the speaker. The first set is the proximate *jò* 'this' and distal *nò* 'that'. Sometimes, for plural demonstratives 'these' or 'those' the suffix morpheme *d̄l̄à* is optionally used. Demonstratives normally modify a noun in a noun phrase, and typically, they follow the noun.

In example (97), the demonstrative *nò* 'that' follows the noun phrase.

(97) (Elicitation)

t^hwì t̄ d̄ó nò ākāmī θípà?
 dog one CLF this tail black
 N NUM CLF DEM N ADJ

That dog with a black tail.

Sometimes two demonstratives occur in a noun phrase to specify or emphasize the head noun as in example (98). The first demonstrative has the prefix *ā* which follows the head noun and the second without *ā* which follows the noun phrase.

(98) (Elicitation)

t^hwì ãnò tã dó nò ?ò kīdɔʔ ãkámī θípàʔ
dog that one CLF this have with tail black
N DEM NUM CLF DEM V CONJ N ADJ

That dog is with a black tail.

In some cases the demonstrative occurs without a head noun and comes before the copular verb *mī* to function as a subject. In this case, it takes the nominalizing prefix *ã* and is known as deictic pronoun. Example (99) shows the demonstrative which occurs before the copula verb in a clause.

(99) (Elicitation)

ãjò mī hì dã wà
this be house one CLF
DEM COP N NUM CLF

This is my house.

3.2.3 Classifiers

Classifiers in Geba occur as bound morphemes preceded by a number. The classifier used depends on the noun that is the head of the noun phrase. There are two kinds of classifiers: sortal and measure. Sortal classifiers are the typical classifiers and are semantically based. Measure classifiers measure the nouns using a container, weight, height, group, or amount.

In table (15), a partial list of the sortal classifiers is presented.

Geba	semantic (sortal)	example
<i>bwē(wē)</i>	human	king, woman, man
<i>dō</i>	mammals, rodents, large objects	elephant, dog, horse
<i>bó</i>	long	tree, pole, snake, river
<i>dō</i>	village	village, water melon
<i>k^ho</i>	clump	grass
<i>mù</i>	tree	tree
<i>wà</i>	house	house
<i>bè</i>	generic	grate
<i>kl̄</i>	cylindrical	corn
<i>sòlò</i>	kind	curry (dish)
<i>mò</i>	kind	curry (kind)
<i>k^hō</i>	vehicle	bus
<i>bú</i>	hole	snake hole
<i>dé</i>	generic	unspecify

Table 15 Sortal classifiers in Geba

Table (16) lists measure classifiers with examples.

Geba	semantic (measure)	example
<i>kwéʔ/sǎlǎʔ</i>	cup	water
<i>tùʔ</i>	sepecific term for measuring rice and beans etc.	rice, beans etc.
<i>k^hò</i>	non-human object things	sandals, bamboo, bunch of grass
<i>gǎbò</i>	pot	alcohol
<i>klē</i>	small-long	log
<i>dǒ</i>	bag-like	bag
<i>bó</i>	big-long	pole
<i>klè</i>	roll	short section of string
<i>bǎ</i>	roll	long piece of string
<i>k^hwè</i>	roll	ball of string

Table 16 Measure classifiers in Geba

Sometimes more than one classifier appears in order to express an extended meaning such as 'each' or 'never'. Example (100) shows more than one classifier in the clause. The classifiers *wè* for 'person' and *dǒ* for 'animal' appear in order to express the meaning that there is more than one participant and to form a distributed quantifier phrase.

(100) BH 003

sǎ ʔǎ kǐdǎʔ sǎ θǎrèʔ dǎ b(wè) tǎ dǒ lǎ
 3S have with 3S horse one CLF one CLF FP
 PRN V CONJ PRN N NUM CLF NUM CLF FP

They have one horse each.

The negative adverb form 'never' also occurs by using the number and classifier. Example (101) shows more than one classifier being used to express the meaning 'never'. *tǎ* can also be a negative form. The gloss is ambiguous in this elaborate expression.

(101) BH 004

sā dā dè sā θā̀rè tā́ d́ó [tā́ kʰá tā́ kʰà]
3S one hit 3S horse one CLF one/not time one/not time
PRN NUM V PRN N NUM CLF NUM/NEG CLF NUM/NEG CLF

nò?

not

NEG

He never beats his horse.

Example (102) shows the number and the generic classifier used to form a demonstrative.

(102) (Elicitation)

dā dé mī dā̀nè
one thing be INTER
NUM N COP ILL.F

What is this?

Another type of idiomatic classifier is the time adverb form *tā́ plà*. Example (103) shows this classifier used in an adverb expression meaning 'after'.

(103) RW 005

kā pʰjú ʔó tā́ plà wákʰà̀lè
1Pex spread it one time after
PRN V PRN NUM CLF ADV

'After we spread that yeast'

3.2.4 Numerals and Quantifiers

The number system and quantifiers of Geba are discussed in this section. Table (17) shows the numbering system with examples.

number	Geba	example
1	<i>d̄ɔ̄/t̄ɔ̄</i> one NUM	<i>bjà d̄ɔ̄ bwè</i> person one CLF N NUM CLF one person
2	<i>d̄ʒi</i> two NUM	<i>bjà d̄ʒi bwè</i> person two CLF N NUM CLF two person
3	<i>θ̄ɔ̄</i> three NUM	<i>bjà θ̄ɔ̄ bwè</i> person three CLF N NUM CLF three person
4	<i>lwi</i> four NUM	<i>bjà lwi bwè</i> person four CLF N NUM CLF four person
5	<i>jè</i> five NUM	<i>bjà jè bwè</i> person five CLF N NUM CLF five person
6	<i>θ̄á θ̄ɔ̄ʔ</i> three pair NUM CLF six	<i>bjà əbwè θ̄á θ̄ɔ̄ʔ</i> person CLF three pair N CLF NUM CLF six person
7	<i>θ̄á θ̄ɔ̄ʔ d̄ɔ̄/t̄ɔ̄</i> three pair one NUM CLF NUM seven	<i>bjà θ̄á θ̄ɔ̄ʔ d̄ɔ̄ bwè</i> person three pair one CLF N NUM CLF NUM CLF seven person
8	<i>lwi θ̄ɔ̄ʔ</i> four pair NUM CLF eight	<i>bjà əbwè lwi θ̄ɔ̄ʔ</i> person CLF four pair N CLF NUM CLF eight person

number	Geba	example
9	<i>lwi</i> <i>θòʔ</i> <i>d̄ə/t̄ə</i> eight pair one NUM CLF NUM nine	<i>bjà</i> <i>lwi</i> <i>θòʔ</i> <i>d̄ə</i> <i>bwè</i> person four pair one CLF N NUM CLF NUM CLF nine person
10	<i>ʃiʔ</i> ten NUM ten	<i>bjà</i> <i>əbwè</i> <i>ʃiʔ</i> person CLF ten N CLF NUM ten person
100	<i>d̄ə</i> <i>gəjè</i> one hundred NUM NUM one hundred	<i>bjà</i> <i>əbwè</i> <i>d̄ə</i> <i>gəjè</i> person CLF one hundred N CLF NUM NUM one hundred person
1000	<i>t̄ə</i> <i>tʰɔʔ</i> one thousand NUM NUM One thousand	<i>bjà</i> <i>əbwè</i> <i>t̄ə</i> <i>tʰɔʔ</i> person CLF one thousand N CLF NUM NUM one thousand person

Table 17 Number system in Geba

The number system in Geba is different from other languages. Normally, languages have a specific name for each number from one to ten, but, in Geba, the number six is equivalent to three + Classifier (pairs), where the vowel for 'three' *θə* changes to *θá*, and the number eight is four + Classifier (pairs). The number seven and nine are different still, with seven having the combination of six plus one and nine having the combination of eight plus one.

Example (104), (105), and (106) show the structure of the numbers three, six, and eight in the Geba number system. It is noted that for the number six and eight, the classifier which is attached to ə- is moved before the number. The language seems to not allow the two classifiers to appear side by side.

(104) (Elicitation)

bjà *θó* *bwè*
person three CLF
N NUM CLF

'three people'

(105) (Elicitation)

bjà əbwè θá θò?
person CLF three pairs
N CLF NUM N

'six people'

(106) (Elicitation)

bjà əbwè lwì θò?
person CLF four pairs
N CLF NUM N

'eight people'

Usually, the classifiers follow the nouns but for the numbers six and eight, and all multi-digit numbers, the classifier precedes the number. Phonological assimilation with the number 'one' regularly occurs.⁵

Examples (107) and (108) show the syntactic environment of numbers and quantifiers with classifiers. In example (107), the prefix *ɛ-* is added to the sortal human classifier and it precedes the number six.

(107) (Elicitation)

bjà əbwè θá θò? lè dɔ́ zé nò
person CLF three pairs go to market FP
N CLF NUM N V PREP N FP

Six persons go to the market.

⁵ In Geba, phonologic assimilation with the number 'one' regularly occurs. If the following noun is voiced, the preceding number would be voiced, and if the following noun is voiceless, the preceding number would be voiceless. For example, in *t^hwì tɛ́ dɔ́* 'dog one CLF', as the following classifier is voiceless the number 'one' assimilates as voiceless. In *bjà dɛ́ bwè* 'person one CLF', the following classifier is voiced so the number 'one' changes voicing.

In example (108), the number nine, which is the combination of four + pair and one, occurs with 'boys'. This is the 'normal' classifier numbering order in Geba.

(108) (Elicitation)

əpísəp ^h ò	əmik ^h ó	lwì	θòʔ	də	bwè	swè
child	man	four	pairs	one	CLF	run
N	N	NUM	N	NUM	CLF	V

Nine boys run.

In examples (109) and (110), the multiples of ten are preceded by the classifier prefixed with *ə*.

(109) (Elicitation)

θóʔ	əmə	də	gəjè	ʔò	dó	lè	bú	nò
tree	CLF	one	hundred	have	to	field	in	FP
N	CLF	NUM	NUM	V	PREP	N	LOCN	FP

There are one hundred trees in the field.

(110) (Elicitation)

dó	dó	bú	nò	bjà	ʔò	əbwè	tə	t ^h òʔ
at	village	in	that	person	have	CLF	one	thousand
PREP	N	LOCN	DEM	N	V	CLF	NUM	NUM

There are one thousand people in the village.

Above the number 1000, Geba uses Sgaw or Burmese to count.

Two kinds of quantifiers, *dələ* and *təsəʔ*, occur in Geba. There is no compositional meaning for *dələ* and *təsəʔ*, but *dələ* is the quantifier meaning 'many' and *təsəʔ* is used for the meaning 'some'. Example (111) shows *dələ* coming after the noun in a noun phrase.

(111) BH 010

mègǎnòǎk^hòsɛ́ bjà dó ǎbélò dé k^hòwèk^hòk^hà dé dǎlà nò
 because of that person who love thing mercy thing many that
 CONJ N REL V N V N QNT DEM

'because of that those who have love and mercy'

In example (112), *tǎsǎ?* comes after the noun to function as an indefinite quantifier in Geba.

(112) DB 004

sǎ sà wá ǎmèdèp^hò? **tǎsǎ?** ʔàwìʔʔǎʔí? dí háθù
 3S look ASP workers some eat delicious rice curry
 PRN V AUX N QNT ADJ N N

She watched some workers eating the delicious rice.

3.2.5 Prepositions

Geba has one preposition, *dó*, which functions as a general location marker and also encodes non-core participants. Examples (113) and (114) show the preposition *dó* occurring before the nouns without a locator noun. In this case, the preposition *dó* codes the indirect object/recipient.

(113) (Elicitation)

sǎ ʔì blè tǎ bós dó bjà dǎ bwè
 3S give arrow one when to person one CLF
 PRN V N NUM ADV PREP N NUM CLF

He gave the man an arrow.

Example (114) shows the occurrence of preposition *dó* semantically marked as the beneficiary with *ǎnik^hʔ* following the noun phrase.

(114) GB 14.3(1)

jə̀ ɲi màŋ sɛ̀? dɔ́ sɛ̀ pà? ə̀nik^hi
1S give Maung book to 3S father for
PRO V PROP N PREP PRN N BENF

I give Maung a book for his father.

According to the above findings, the preposition *dɔ́* precedes the noun to form a prepositional phrase. More discussion about the word *dɔ́* is presented in section 5.3.

3.2.6 Locator nouns

Geba also has locator nouns which co-occur with the preposition *dɔ́*. Locator nouns point out the specific location of the prepositional phrase. In example (115), the locator noun comes after the noun and shows the specific place *bú* 'in'.

(115) GB 12.5(1)

dɔ́ dɔ́ bú nò màŋ t^hó-gə̀dú lɛ̀
at village in that Maung tall-est FP
PREP N LOCN DEM PROP ADJ-SUF FP

Maung is the tallest in the village.

In example (116), the locator noun comes after the noun and it shows the specific place *lɛ̀?* 'under'.

(116) GB 3.2 (1)

t^hwi dɔ́ ʃi lɛ̀?
dog from house under
N PREP N LOCN

'the dog under the house'

3.2.7 Conjunctions

Conjunctions are words which join or link two words, phrases or clauses. Conjunctions in Geba sometimes have alternating forms with the same meaning. In this section conjunctions such as *kī/kīdɔʔ* 'and', and *bàràs^há /mðθómiʔ* 'but', will be discussed. Subordinate conjunctions are also presented in this section.

Example (117) shows the conjunctions *kī/kīdɔʔ* 'and' joining two noun phrases.

(117) RW 001

jó	dɔʔ	t ^h ɔp ^h é	kī/kīdɔʔ	pəʔí	k ^h únù	də	dé	nò
mix	with	paddy husk	and	sticky rice	that	one	thing	FP
V	CONJ	N	CONJ	N	DEM	NUM	N	FP

Mix with paddy husk and that sticky rice.

Example (118) shows the linking of two quantifiers in Geba. In this case, the classifier appears between the two numbers together with the conjunction.

(118) GB 1.11(4)

t ^h í	tʃí	k ^h wèʔ	kīdɔʔ	təkléʔ
water	two	cup	with	half
N	NUM	CLF	CONJ	NUM

'two and a half cups of water'

Other conjunctions are *mðθómiʔ/mðθó* and *bàràs^há* which are alternations for the word 'but'. Examples (119) and (120) show the conjoining of two clauses by these conjunctions.

(119) GB 16.1(2)

maòŋ	lè	dèk ^h ló	bàràs ^h á	zò	ʔdà	dó	hì	bú
Maung	go	outside	but	Zaw	stay	at	house	in
PROP	V	N	CONJ	PROP	V	PREP	N	LOCN

Maung went out but Zaw stayed home.

(120) GB 16.1(1)

maùŋ lè dèk^hló mòθómi? zò ?ðà dó ʃi
 Maung go outside but Zaw stay at house
 PROP V N CONJ PROP V PREP N

Maung went out but Zaw stayed at home.

Subordinating Conjunction

Another kind of conjunction is the subordinating conjunction *gānòə̀k^hòsé* 'because'. This kind of subordinating conjunction links two clauses where the second clause is the result or the consequence of the first clause as in example (121).

(121) BH 007

tʃ^hé tā dó ə̀k^hòə̀ʔa86 ?ð **gānòə̀k^hòsé** bjàθé̀bùwè k^húnù tʃ^hi wè sè
 tiger one CLF strength have that's why siblings that two CLF 3S
 N NUM CLF N V ADV N DEM NUM CLF PRN

lák^hù
 fall down
 V

Because tiger has strength, the two brothers fell down.

mī is another kind of subordinating conjunction that appears in the first clause but follows the subject noun phrase. Example (122) shows the conjunction *mī* 'if'.

(122)DB 018

kā **mī** ?à dó ə̀kə̀ kət^hà? dɛ̀ʃwìdɛ̀s^hé dé tā ?è nó? kā
 1P if eat which will become illness thing not good not 1P
 PRN CONJ V REL AUX V N N NEG ADJ NEG PRN

nìtʃ^hí
 for
 BENF

If we eat which will cause us illness, it is not good for us.

Therefore, conjunctions in Geba sometimes occur as variant forms linking two words or phrases or clauses.

3.2.8 Question words

Two parts are required to make a question in Geba. The first part is the interrogative proform and the second part is the final particle. Table (18) shows the interrogative forms in Geba.

	Interrogative proform	Final particle
Who	<i>bābwè (bāwè)</i>	<i>wè</i>
Where	<i>ḅé?lè</i>	
What	<i>dà</i>	<i>nè</i>
When	<i>dà ətʃʰi nè</i>	
How		<i>sàdè</i>
Why	<i>bèdànè</i>	<i>nè/nò</i>

Table 18 Interrogative forms in Geba

According to the above table, the interrogative form 'who' has two parts. The interrogative proform *bābwè* appears in the subject position while the final particle *wè* occurs at the end of the sentence. Example (123) shows the structure of 'who' in Geba.

(123) GB 18.4(1)

bāwè lè dó sā lè bú **wè**
 who go to 3S field in INTER
 QP V PREP PRN N LOCN ILL.F

Who went to his field?

The interrogative form 'why' also has two parts. The interrogative proform *bèdànè* appears in the sentence initial position while the final particle *nè* or *nò* occurs in the sentence final position. Examples (124) and (125) show the structure of 'why' in Geba.

(124) (Elicitation)

ḃèdàṇè s̄ lè d́ s̄ lè bú nè
why 3S go to 3S field in INTER
QP PRN V PREP PRN N LOCN ILL.F

Why did he go to his field?

(125) GB 18.5(3)

ḃèdàṇè maṇj lè s̄ lè bú nò
why Maung go 3S field in FP
QP PROP V PRN N LOCN FP

Why did Maung go to his field?

In this above sentences, two different question particles *nè/nò* are used with the same question word. The reason for selecting one form or another is not yet known but they do not vary freely. The difference between the above two examples is that example (124) has a pronoun and example (125) has a proper noun.

The interrogative form 'when', has only one part. The interrogative proform *dà* together with 'time' and the final particle *nè* appear together at the end of the sentence to form the question *dà ɛtʰi nè* which means 'what time'. Example (126) shows the structure of 'when or what time' in Geba.

(126) GB 18.6(3)

s̄ lè d́ s̄ lè bú nò dà ɛtʰi nè
3S go to 3S field in that what time INTER
PRN V PREP PRN N LOCN DEM QP N ILL.F

When did he go to his field?

The interrogative form 'how' has the same structure as 'when'. The interrogative proform and the final particle appear together at the end of the sentence to form the question *sàdè* 'how'. Example (127) shows the structure of 'how' in Geba.

(127) GB 18.8 (2)

mà̀n̄ lé lè bú sà̀̀dè

Maung go field in how

PROP V N LOCN QP

How did Maung go to his field?

For 'yes-no' questions, the final question word particle *hà?* is used in Geba. Example (128) shows the form of a 'yes-no' question. The answer for this type of question would be 'yes or no' or the verb phrase.

(128) GB 18.7 (1)

mà̀n̄ k̄ lè d̄ó s̄ lè bú hà

Maung will go to 3S field in INTER

PROP AUX V PREP PRN N LOCN ILL.F

Will Maung go to his field?

3.2.9 Particles

In this section, some particles which are commonly found in Geba are presented. The first two particles to be discussed are *wá t^hó* and *wá gé* which semantically function as aspect markers. Also discussed is the particle *nù* which functions as a demonstrative and clause final marker. Finally, the different types of question particles, negative particles, and illocutionary force particle are discussed.

3.2.9.1 Particles *wá t^hó* and *wá gé*

The two particles *wá t^hó* and *wá gé* give completive aspect meaning in Geba. This type of aspect marker occurs at the end of the verb phrase. Examples (129) and (130) show the usage of completive aspect markings at the end of verb phrase.

(129) (Elicitation)

jā sàt^hi bjà dā bwè wát^hó

1S see person one CLF ASP

PRO V N NUM CLF PRT

I have seen one man.

(130) (Elicitation)

jā sàt^hi bjà dā bwè wágé

1S see person one buy ASP

PRO V N NUM V PRT

I have seen one man.

Example (131) shows a simple sentence without aspect marker in Geba language.

(131) GB 6.1 (1)

jā sàt^hi bjà dā bwè

1S see person one CLF

PRO V N NUM CLF

I see one man/ I am seeing one man.

According to the above examples sentences, to express the completive aspect marking with specific meaning *wát^hó* or *wágé* is attached at the end of verb phrase.

3.2.9.2 Particle 'nù'

The particle *nù* can be found as the variant *nò* or, sometimes, if the speaker is influenced by Sgaw Karen, he or she might use *nè*. The *nù* in Geba has two different yet related functions. The first is as a demonstrative or specifier.

Solnit 1997:248 states that

"A nominalized clause in Kayah Li is any clause followed by nu or a Classifier preceded by nu. If the nominalized clause is autonomous and not followed by Classifiers, the nu functions as an illocutionary force-marker or sentence final particle "

In example (132), *nò* functions as a demonstrative identifying the noun phrase *ʃi dɔ̀ wà* "one house".

(132) (Elicitation)

ʃi	dɔ̀	wà	nò	ʔò	kĩdɔ́ʔ	ɛkʰòʔtʰisòʔ	ɛwèlɔ́	dɛ̀là	lɔ́
house	one	CLF	this	have	with	roof	wall	many	FP
N	NUM	CLF	DEM	V	CONJ	N	N	QNT	FP

'the house with a roof and a wall'

In a second use, *nù* sometimes appears clause final. Examples (133) and (134) show the demonstrative *nù* in sentence final position. In the first sentence *nù* is followed by the final particle *lɔ́*; the second sentence is without the final particle *lɔ́*.⁶

(133) (Elicitation)

jè	ʔò	kĩ	jɛ̀	θé̀bùwè	ɛ̀wè	θá	θòʔ	nù	lɔ́
1S	have	and	1S	sibling	CLF	three	pairs	this	FP
PRN	V	CONJ	PRO	N	CLF	NUM	N	DEM	FP

I have five siblings.

(134) GA 3(3)

maùŋ	lè	jò	ʔi	ɛ̀písɛ̀pʰò	dó	tʃaúŋ	nò
Maung	go	take	give	child	to	school	FP
PROP	V	V	V	N	PREP	N	FP

Maung took the child to school.

⁶ There are some limitations in using *nù*

- 1) It cannot introduce a new participant and it must be an active discourse referent.
- 2) It cannot be used on a bare noun phrase that answers a 'what' questions.
- 3) In [SVO], *nù* cannot be on the object, but it works on objects in [OSV] order.
- 4) It can occur [SVO BEN *nù*] on the benefactive argument.

nù can be considered a focus marker that appears only on "given/known" information. As such (1), (2) and (3) are true because "fronting" focuses on "given/known" information, but, by default, objects in SVO sentences are not focused. Its clause final function is not well understood

3.2.9.3 Illocutionary Force particles

In Geba, the *mə̀* shows the actor is giving a softened or polite suggestion or opinion. The meaning is close to 'you see/as you know' in English. Example (135) shows this polite usage of *mə̀*.

(135) (Elicitation)

sā là dó yàŋgòŋ mə̀
3S descend to Yangon POL
PRN V PREP PROP ILL.F

He goes to Yangon.

Example (136) shows another type of negation in Geba. In this type of imperative negation, the speaker is commanding the hearer. This kind of illocutionary force directly negates the verb. Example (136) shows the direct negation of a verb which expresses the feeling of command (prohibition).

(136) (Elicitation)

?à mə̀?
eat PRHB
V ILL.F

Don't eat.

Another type of imperative negation occurs when the object is included. In this case, the negative particles appear twice. One follows the verb, and precedes the object, and another comes after the object. Example (137) shows the double negation structure in Geba.

(137) (Elicitation)

?ó mə̀? θāwíθākó mə̀?
drink PRHB cigarette PROHB
V ILL.F N ILL.F

Don't smoke cigarette.

3.3 Morphological Processes

In this section, the morphological processes of affixation, compounding, elaborate expression and reduplication are analyzed.

3.3.1 Affixation

Affixation in Geba occurs with the $\bar{\alpha}$ and $d\bar{\epsilon}$ -prefixes appearing on nouns, the comparative suffix appearing on verbs, and the superlative suffix appearing on verbs. These are discussed in the next section.

3.3.1.1 $\bar{\alpha}$ -prefix

The prefix $\bar{\alpha}$ can be referred to as a "generic" possessor, but it has a variety of other usages such as, nominalizer and classifier also. The following examples show the different usages of this prefix particle. The prefix $d\bar{\epsilon}$ - is also addressed where it is similar to $\bar{\alpha}$.

$\bar{\alpha}$ - before nouns

In Geba, $\bar{\alpha}$ with a noun is usually optional, but sometimes it is obligatory. The following list shows the optional and obligatory usage of nouns with $\bar{\alpha}$ or without $\bar{\alpha}$. There is no meaning difference in the following variation.

$\bar{\alpha}p\acute{i}s\bar{\alpha}p^h\bar{o}$ or $p\acute{i}s\bar{\alpha}p^h\bar{o}$
'child' 'child'

However, the following example shows the prefix $\bar{\alpha}$ is sometimes obligatory.

$\bar{\alpha}k^h\bar{o}$ 'roof'
* $k^h\bar{o}$

$\bar{\alpha}$ -and $d\bar{\epsilon}$ - as nominalizers

In Geba, a verb form can be changed into a noun by adding $\bar{\alpha}$ -. The example below shows $\bar{\alpha}$ - as a nominalizer.

$bw\acute{e}$ 'buy'
 $\bar{\alpha}bw\acute{e}$ 'price'

Another type of prefix nominalizer is *dè-*. This type of nominalizer often appears before verbs to form common or abstract nouns. Table (19) shows nouns transformed by adding prefix *dè-* to the verbs.

noun nominalizer	verb		noun	
	Geba	English	Geba	English
dè	θāḅùθāḅé	worship	dèθāḅùθāḅé	religion
dè	ʔḁplò	meet	dèʔḁplò	church
dè	lò ḅà	need	dèlò ḅà	need
dè	mèzò	help	dèmèzò	help
dè	ḅéḷḷ	love	dèḅéḷḷ	love
dè	mè	work	dèmè	work/job

Table 19 Transforming verbs to nouns in Geba

ə- with classifiers

Prefix *ə-* can occur before classifiers that move in front of the noun. This kind of classifier occurs before the number six, eight or one digit, two digits and so on.

Example (138) shows the prefix *ə-* attached to the classifier.

(138) WL 002

θéḅùwè əwè θá θḁʔ
 sibling CLF three pairs
 N CLF NUM N

'six brothers and sisters'

ə- as possessive prefix

The following noun phrase, example (139), shows the possessive morpheme *ə-* attached to the noun *θáʔ* 'will'.

(139) (Elicitation)

kəbísɛʔ ə-θáʔ

Lord his-will

N POS-N

'Lord's will'

3.3.1.2 Comparative suffix

dəlí is a suffix that attaches to adjectives and forms the comparative of degree adjective structure. Example (140) shows *dəlí* suffixation in Geba.

(140) GB 12.4 (1)

maʊŋ tʰó-dəlí zə

Maung tall-er Zaw

PROP ADJ-SUF PROP

Maung is taller than Zaw.

3.3.1.3 Superlative suffix

gədù- also attaches to the adjective to form the superlative structure. Example (141) shows *gədù* suffixation in Geba.

(141) GB 12.5 (1)

dó dó bú nò maʊŋ tʰó-gədú l̩

at village in that Maung tall-est FP

PREP N LOCN DEM PROP ADJ-SUF FP

In the village, Maung is the tallest.

3.3.2 Compound words

Based on the data collected, Geba has noun compounds and repetitive adverb compounds. Noun compounds consist of two or more nouns. For noun

compounds, the primary head noun may appear as the first member of compound or the second.

Many compound nouns in Geba occur as the combination of noun-noun pairs. However, sometimes nominalizers, particles, and pronouns are found in the combination of compound nouns. Examples (142) and (143) show some noun-noun compounds. In example (142), the first noun *t^hi* 'water' is followed by the second noun *nè* 'bottle' with the head noun as the second member of the compound noun.

(142) RW 010

kā fénì gè t^hi-nè bù
 1P put back water-bottle in
 PRN V V N-N LOCN

We put back in water bottle.

In example (143), the noun *l̄mus̄k^hé* 'afternoon' is followed by the noun *d̄é?à* 'meal' with the primary head noun in the second noun position.

(143) WW 005

há l̄mus̄k^hé d̄é?à nò
 And then afternoon meal that
 ADV N N DEM

'and then lunch meal'

In example (144), the noun compound occurs with the nominalizers *d̄é* and *̄* included in a noun compound. The first part of the compound noun *d̄élèd̄égè* 'travel' is followed by the second noun *̄s^hò̄j̄é* 'allowance' with the primary head noun is in the second part of compound noun.

(144) WW 008

bjà dèlèdègèṣ^hòṣlḗ mī tṣṣaúŋ jèt^hó
 person travel-allowance be fifteen thousand
 N N COP NUM

Traveling allowance is fifteen thousand.

The following shows the complex structure of compound noun 'travel-allowance' formed from two elaborate expression.

{[(dè)_N(lè)_V] _N [(dè)_N(gè)_V] _N -[ṣ (s^hò)_V] _N [ṣ (lḗ)_V] _N}

thing go thing back it cost it cost
 NOM V NOM V 3S V 3S V
 'travel allowance'

In example (145), the first member of the compound noun is *bjà* 'person' and the second member of the noun consists of the particle *ṣ* which is used for family relationships followed by *bùwè* 'young brother-old brother'. In this case, the head noun appears in the second part of the compound noun.

(145) BH 002

ḅè tṣ plà bjà ṣḅbùwè ?ò tʃ^hl wè
 at one time person sibling have two CLF
 PREP NUM CLF N N V NUM CLF

Once upon a time, there were two brothers.

Repetitive adverb compounds are also found in Geba. The adverb is repeated to intensify the action. Example (146) shows the repetitive adverb compound.

(146) GA 7 (1)

maùŋ hɛʔ θàdʂ θàdʂ lɔ
Maung walk slowly slowly FP
PROP V ADV ADV FP

Maung walks slowly.

If verbs are repeated they are not compounds. The conjunction *kī/kīdʂʔ* 'and' is used to join the two verbs. Example (147) shows the repeated verbs compound with conjunction in Geba.

(147) (Elicitation)

maùŋ hɛʔ kī/kīdʂʔ hɛʔ
Maung walk and walk
PROP V CONJ V

Maung walks and walks.

3.3.3 Elaborate expressions

Elaborate expressions which use a four-syllable structure are often found in Geba as in most Southeast Asian languages. Phonetic parallelism and semantic parallelism occur in these expressions. In this section, different kinds of elaborate expressions, such as elaborate nouns, elaborate verb, and elaborate adjectives, are discussed.

For noun elaborate expressions, different kinds of phonetic parallel forms, such as *dɛ*, *dɔ*, *θɛ*, *ɛ*, are combined with different kinds of verbs or nouns which are semantically parallel to form noun elaborate expressions. The following examples show noun elaborate expressions where the first syllable and the third syllable are phonetically identical and the second and the fourth are semantically similar.

(148) (Elicitation)

θ̄	ḅ̀	θ̄	ḅ́
θ̄	V	θ̄	V
NOM	worship	NOM	worship

'religion'

(149) (Elicitation)

d̄	p̄	d̄	ʃ́
d̄	V	d̄	V
NOM	difficult	NOM	ache

'difficulty'

(150) (Elicitation)

d̄	p ^h ̄	d̄	m̄
d̄	V	d̄	V
NOM	work	NOM	work

'work'

(151) (Elicitation)

ā	θ̄?	ā	z̄
ā	V	ā	V
NOM	able	NOM	able

'ability'

(152) (Elicitation)

d̄	ḍ̄	d̄	l̄
d̄	N	d̄	N
NOM	vegetable	NOM	leaf

'vegetables'

(153) (Elicitation)

ə k^hɔ́ ə k^hé
ə N ə N
NOM friend NOM friend
'friend'

Sometimes pronouns are used to form elaborate expressions as in example (154).

(154) (Elicitation)

sə k^hɔ́ sə θɔ́ʔ
sə N sə N
PRN friend PRN friend
'his friends'

In a second type of noun elaboration, the phonetic parallelism can occur in the 2nd and 4th syllable position and the semantic parallelism occurs in the 1st and 2nd position as in examples (155) and (156).

(155) (Elicitation)

dɔ́ k^hò p^há k^hò
N k^hò N k^hò
village head village head
'village chief'

(156) (Elicitation)

ə k^hò t^hí k^hò
N k^hò N k^hò
it head tip head
'tip of an arrow'

For verb elaborate expressions, different kinds of particles such as *k^hò* and *bé* are repeated with different kinds of semantically parallel verbs to form verb elaborate expression. Moreover, semantically opposite verbs or repeated verb constructions are also found in some verb elaborate expressions.

Example (157) shows a verb elaborate expression where the first syllable and the third syllable are phonetically similar and the second and the fourth are semantically similar.

(157) (Elicitation)

k ^h ò	wè	k ^h ò	k ^h à
k ^h ò	V	k ^h ò	V
ELAB	pity	ELAB	pity

'pity'

Example (158) shows the semantic opposite construction of the verb elaborate expression. The first part *sāp^hrɛʔt^hà* is followed by *sāp^hrɛʔlá* which have opposite meanings in the verbs 'up' and 'down'. This is a six syllable word and the opposite verbs are really directional particles.

(158) (Elicitation)

sā-	p ^h rɛʔ-	t ^h à-	sā-	p ^h rɛʔ-	lá
3S-	clever-	ascend-	3S-	clever-	down
PRN-	ADJ-	V-	PRN-	ADJ-	V

'smart'

Examples (159) and (160) show the repeated verbs in verbal elaborate expression. In this case, the phonetically similar elements are contributing also semantically contributing to the overall meaning.

(159) (Elicitation)

swè	ɓà	swè	sé
swè	V	swè	V
run	difficult	run	difficult

'run (with) difficulty'

(160) (Elicitation)

ɓè	ɓà	ɓè	sé
ɓè	V	ɓè	V
suffer	difficult	suffer	difficult

'troublesome'

For adjective elaborate expressions, different kinds of phonetic parallel forms, such as *sā, ?à, θà?*, are combined with different kinds of adjectives that are semantically parallel to form adjective elaborate expressions. Example (161) and (162) show the adjective elaborate expressions where the first syllable and the third syllable are phonetically similar and the second and the fourth are semantically similar.

(161) (Elicitation)

ʔà	ké	ʔà	kàʔ
ʔà	ADJ	ʔà	ADJ
COP	many	COP	many

'many'

(162) (Elicitation)

θáʔ	lò	θáʔ	là
θáʔ	ADJ	θáʔ	ADJ
heart	happy	heart	happy

'happily'

3.3.4 Reduplication

Geba has several reduplication forms. Sometimes adjectives reduplicate and sometimes adverbs reduplicate. The reduplication expresses a strong feeling by the speaker and deepens the meaning of the context. In example (163), the adjective *dò* reduplicates to create the meaning 'great'. It is also noted that a reduplicated clause also occurs as in example (163).

(163) (Elicitation)

jā	nìbè	dēk ^h òdēʔá	jā	nìbè	dèhówè	dò	dò
1S	recieve	strength	1S	recieve	blessing	big	big
PRN	V	N	PRN	V	N	ADJ	ADJ

I receive great strength.

In example (164), the adverb reduplicates to form an adverb reduplication structure.

(164) (Elicitation)

jā hɛʔ plà plá

1S walk quickly quickly

PRN V ADV ADV

I walk quickly/ I am walking quickly.

3.4 Conclusion

In this section, the major word classes, minor word classes and morphological processes were described. In the major word classes, nouns were divided into common nouns, proper nouns, mass nouns, and abstract nouns. Verbs were divided into main verbs, auxiliary verbs, postverbal auxiliaries, copula, and directional. For the adjective word class, features that adjectives have common with verbs, features that separate adjectives from verbs and a summary of adjectives was presented. Adverbs were also analyzed as one of the major word classes.

In the minor word classes, inclusive and exclusive pronouns, reflexive and reciprocal pronouns, demonstratives, classifiers, numerals and quantifiers, prepositions, locator nouns, conjunctions, and question word were discussed. Different types of particles were also included for discussion.

For morphological process, some prefixes, suffixes, compound words, elaborate expressions, and reduplication were presented.

CHAPTER 4

PHRASE

4.0 Introduction

A phrase is typically composed of two or more words to form a unit, but does not have the propositional characteristics of a sentence. Usually, phrases function as elements of sentences. Sentences normally have subjects, predicates, objects, etc., while phrases typically have a head word with different types of modifiers. They can also function as a unit of one of the constituents of a sentence (Elson& Pickett 1988:73).

Healey (1995:45) states that,

"A phrase is typically a small cluster of words forming a unit which functions as a component of a clause. Unlike a clause, a phrase does not have its own subject and predicate"

In this chapter, different kinds of phrases, such as noun phrase, classifier phrase, prepositional phrase, and verb phrases, are discussed.

4.1 Noun phrase

In Geba, the noun phrase, generally the initial element, is a head noun followed by the other parts of speech. The following is the general structure for noun phrases:

$$NP \rightarrow (\text{PossNP}) N_{\text{Head}} (\text{ADJ.P}) \left\{ \begin{array}{l} \text{CLF.P} \\ \text{QNT.P} \end{array} \right\} (\text{DEIC})$$

The following example shows the noun phrase structure in Geba.

(165) (Elicitation)

jə t^hwì əθípàʔ θó dó ənò
1S dog black three CLF that
PRN N ADJ NUM CLF DEM

'my three black dogs'

According to this phrase structure rule, the head noun can be preceded by the optional possessive noun phrase (POS NP) and followed by an optional adjective phrase (ADJ P). The last part of the noun phrase would be either a quantifier (QNT.P) or classifier phrase (CLF.P) followed by an optional deictic (DEIC).

Semantically, nouns are modified by qualifiers (also known as adjectives) to give more detail about the objects they denote qualifiers follow the noun.

Example (166a) shows an adjective (with the optional prefix ə) which modifies the head noun. It follows the noun to form a noun phrase.

(166a) (Elicitation)

ʃì (ə)ḁḁ
house big
N ADJ

'big house'

The prefix ə, which is an optional prefix, attaches to adjectives and verbs to form a modified noun phrases as in example (166b).

(166b) (Elicitation)

ʃì (ə)θé
house new
N ADJ

'new house'

Classifier phrases modify nouns in a noun phrase. Classifier phrases use a number and a specific sortal classifier based on the semantic properties (shape, size, humanness, etc.) of the head noun as in example (167). Classifier phrases can also use measure classifiers to show quantities of a mass noun.

(167) BH 007

tʰhé t̄á d̄ó
 tiger one CLF
 N NUM CLF

'one tiger'

In Geba, *d̄āl̄à* 'many' and *t̄ās̄ò?* 'some' function grammatically as quantifier phrases. Some evidence is that these are not classifier phrase can be seen from the fact that no other number can substitute for *t̄ā*. They look like classifier phrases but they function as quantifiers. Examples (168) and (169) show these quantifiers in noun phrases.

(168) (Elicitation)

tʰhé t̄ās̄ò?
 tiger some
 N QNT

'some tigers'

(169) (Elicitation)

tʰhé d̄āl̄à
 tiger many
 N QNT

'many tiger'

In examples (170) and (171), the number and classifier cannot appear together with the quantifier.

(170) (Elicitation)

*t^hwì tāsòʔ əθípà θó dó
dog some black three CLF
N QNT ADJ NUM CLF

'some three black dogs'

(171) (Elicitation)

*t^hwì tāsòʔ əθípà θó dó
dog some black three CLF
N QNT ADJ NUM CLF

'some three black dogs'

Geba nouns are unmarked for number. If the number needs to be specified, a classifier phrase is always used as in example (172). The use of "one+CLF" is used to specify a new noun phrase referent as a non-specific referent (i.e. 'a person'). It is usually found in the object noun phrase because subject noun phrases are often "given" information. Example (172) expresses the simple number with classifier phrase.

(172) (Elicitation)

jə sàt^hì bjà də wè
1S see person one CLF
PRO V N NUM CLF

I saw one person/the person.

In this sentence, *də wè* not only shows the number and classifier, it also shows the semantic meaning of the definiteness. Without *də wè* there could be two meanings: 'I saw many men', or 'I saw one man'.

Deictic modifiers of nouns are used to point out, or focus on, the head noun. This class consists of *jo* 'this' and *no* 'that'. The position of this type of modifier is at the end of the noun phrase. The double demonstratives construction has been discussed in section 3.2.2.

In example (173), the demonstrative *nò* appears after adjective *əθípà* which is unnatural.

(173) (Elicitation)

#t^hwì əθípà nò θó dǒ
dog black that three CLF
N ADJ DEM NUM CLF

'that three black dogs '

Possessors are commonly seen as (1) possessive pronouns, (2) possessive prefix *ə-* morphemes, or (3) nouns which precede the head noun in addition to *ə* on the head noun.

In examples (174), (175) and (176), pronouns which are the same as subject pronouns are followed by head nouns to form a possessive noun phrase.

(174) (Elicitation)

jə mí
1S name
PRN N

'my name'

(175) (Elicitation)

ə hì
3S house
PRN N

'his/her house'

(176) (Elicitation)

maùŋ ə hì
Maung 3S house
PROP PRN N

'Maung's house'

Example (177) shows both an emphatic pronoun and a possessive pronoun preceding the head noun to form a possessive noun phrase.

(177) WL 001

jé jə̀ m̀ò
1S 1S mother
PRN PRN N

'my mother'

The possessive morpheme $\bar{\alpha}$ functions like *'s* in English. It can occur between the possessor noun phrase and the possessed noun, or, if the possessed noun phrase is understood from the context, the possessed noun phrase can be left out. Unlike English this morpheme can also occur after possessor pronouns.

Example (178) shows the possessive prefix morpheme attached to the head noun in a complex noun phrase.

(178) (Elicitation)

màŋ ə̀-pàʔ
Maung his-father
PROP POS-N

'the father of Maung' or 'Maung's father'

It is ungrammatical to have a possessive noun phrase without the prefix $\bar{\alpha}$ -

Example (179) shows an ungrammatical phrase without the possessive prefix $\bar{\alpha}$.

(179) (Elicitation)

*màŋ hì
Maung house
PROP N

'Maung's house'

Example (180) shows the combination of both a possessive pronoun and the possessive prefix morpheme.

(180) (Elicitation)

sā mō ā-pàʔ
3S mother his-father
PRN N POS-N

'his mother's father'

In Geba, a possessive phrase can also use ʔé 'of' to show the possession.

Examples (181), (182), and (183) show the possessive meaning of ʔé.

(181) (Elicitation)

maùŋ ʔé hì θó wā
Maung of house three CLF
PROP POS N NUM CLF

'three houses of Maung'

(182) (Elicitation)

maùŋ ʔé θārèʔ θó dó
Maung of horse three CLF
PROP POS N NUM CLF

'three horses of Maung'

(183) (Elicitation)

bwè ʔé séʔ dālà nò wè
what of book many this INTER
QP POS N QNT DEM ILL.F

Whose books are these (bare pronouns)?

When possession is expressed clausally, an alternate analysis of ʔé is as a generic noun that substitutes for the possessed noun phrase. Example (184) shows the first person singular pronoun with the generic possessive noun.

(184) (Elicitation)

ʃi dɔ wà mī jɔ ʔé
house one CLF be 1S of
N NUM CLF COP PRN POS

This house is mine.

4.1.1 Apposition Noun phrase

An apposition phrase in Geba consists of two phrases of the same category which are placed next to each other to make more definite or explicit the meaning of each other. In Geba, a specific noun phrase (NP_{Spec}) must be proper noun follows a general noun phrase (NP_{Gen}) to clarify the meaning; and both nouns have the same relationship to the whole sentence. The following is the structure of the apposition noun phrase in Geba.

Appos NP → NP_{Gen} NP_{Spec}

Specific nouns which expand or clarify the meaning of the generic nouns can usually have different structures such as elaborate expressions, descriptive noun phrases or possessive noun phrases. The following examples show apposition phrases in Geba.

In example (185), the first elaborate expression noun phrase is further specified by the proper name in the second noun phrase to form an apposition phrase.

(185) (Elicitation)

ɔ́ok^hòp^hàk^hò maòŋ ʔé ɔ́ʃi nù ɔ́θé
village chief Maung of his-house be new
N PROP POS POS-N COP ADJ

Maung, village chief's house is new.

In example (186), the first descriptive noun phrase is further specified by the following proper noun to form an appositional noun phrase.

(186) (Elicitation)

tʃaúŋθá əθé maùŋ nù múhèdēní sē lé tʰà tʃaúŋ
school boy new Maung this yesterday 3S go ascend school
N ADJ PROP DEM ADV PRN V V N

Maung a new student attended school yesterday.

In example (187), a possessive noun phrase is further specified by the following proper noun to form an appositional phrase.

(187) (Elicitation)

dòmàdás ʔé dókʰòpʰákʰò maùŋ nù sē làgèjà dó jè ʔò nù
Dormader of village chief Maung this 3S visit to 1S have FP
PROP POS N PROP DEM PRN V PREP PRN V FP

Maung the chief of Dormerder village came to visit me.

4.1.2 Co-ordinate noun phrase

A co-ordinate noun phrase usually consists of two similar head constituents joined by a conjunction: 'and' or 'or'. In examples (188) and (189), two head nouns are joined by a conjunction to form a co-ordinate noun phrase.

(188) RW 001

tʰòpʰé kīdʒʔ pəʔí
paddy husk and sticky rice
N CONJ N

'Paddy husk and sticky rice'

This conjunction can also function similarly to a preposition as in example (189).

(189) WL 002

jè ʔò kī jǎ θébùwè əwè θáθò? nù l̩
1S have and 1S sibling CLF six this FP
PRN V CONJ PRN N CLF NUM DEM FP

I and my siblings are six. (I have five siblings.)

In Geba, a serial phrase which includes three or more noun phrases can occur. The conjunction links only the last two noun phrases. Example (190) shows the serial noun phrase construction.

(190) (Elicitation)

kʰútəni əm̩kʰó əm̩mù? kīd̩ʔ əp̩səp̩hò d̩l̩à nù lè d̩ó m̩l̩èklé
today man woman and child many this go to forest
N N N CONJ N QNT DEM V PREP N

Today men, women and the children go to the forest.

4.2 Classifier phrase

Classifiers function as particles which accompany nouns to mark a specific class of nouns. Sometimes the classes differentiate a semantic feature such as the physical shape of the noun or the difference between animacy and inanimacy. Classifiers are divided into two kinds. There are general classifiers which are based on the objects' shape or size and the specific classifiers which are only used for one particular. In some cases the specific classifier has the same form as the noun it classifies although the tone may differ. Typically, all classifiers (CLF) follow numbers (NUM) which come after head noun.

CLF.P → NUM CLF

In example (191), the classifier *mé* is used for round and thing like bottle houses. Because a house is regarded to have a round shape, this classifier is used in this phrase.

(191) GB 2.1(1)

ʃi d̀o θó mɛ́
house big three CLF
N ADJ NUM CLF

'three big houses'

In example (192), the classifier *wà* is particularly used for house.

(192) GB 2.1(2)

hi d̀o θó wà
house big three CLF
N ADJ NUM CLF

'three big houses'

In example (193), the head noun and classifier has the same classifier with different tones.

(193) (Elicitation)

p^hʒ t̄ə p^hʒʔ
flower one CLF
N NUM CLF

'one flower'

Usually, classifiers follow the head noun but they must precede the head noun when the number is a multiple of ten or the number six and eight (see section 3.2.4).

4.3 Prepositional phrase

In Geba, a word is related by a preposition to its role in the phrase.

Solnit (1997:170-177) suggests that prepositions are not nouns, since the Kayah Li prepositional phrase is almost the same as the noun phrase because it functions as a direct object. This analysis is partially followed here.

PP → PREP NP (LOCN)

Example (194) shows the GOAL oblique marker *dõ* which occurs between the verb phrase and the GOAL. The preposition (PREP) *dõ* is a general location marker which can have the meaning 'to', 'for', or 'at' followed by a noun or noun phrase. A locator noun (LOCN) following the main noun is optional.

Example (194) shows the typical prepositional phrase structure. In this case it is a goal or recipient.

(194) (Elicitation)

sā ʔi blè tã b́ó d́ó bjà dõ bwè
3S give arrow one CLF to person one CLF
PRN V N NUM CLF PREP N NUM CLF

He gave an arrow to the man.

The goal oblique in Geba occurs after the direct object. An example (195) shows the goal oblique structure.

(195) GB 9.3(1)

sā lè d́ó máṅdǎlé
3S go to Mandalay
PRN V PREP PROP

He goes to Mandalay./ He went to Mandalay.

The source oblique also occurs after the main verb *ʔõ*. Example (196) shows the source oblique structure. The preposition *dõ* is omitted.

(196) (Elicitation)

sā ʔõ máṅdǎlé sā lè
3S stay Mandalay 3S go
PRN V PROP PRN V

He comes from Mandalay.

In addition, Geba has locative nouns phrase. In this kind of phrase, the preposition expresses the general place followed by the main noun while the locator noun further defines the location eg.'inside', 'beside' and 'in front of'. Examples (197) and (198) show the structure of preposition and the locator nouns in Geba.

In example (197), the preposition *dó* comes before the noun which is followed by the locator noun *bú* to clarify the specific place.

(197) GA 3(5)

maùŋ	lè-jò	písəp ^h ò	dó	tʃaúŋ	bú
Maung	go-take	child	to	school	in
PROP	V-V	N	PREP	N	LOCN

Maung took the child to school.

In example (198), the preposition *dó* comes before noun which is followed by a beneficiary marker. Possibly, a recipient (benefactee) is definable as a kind of metaphorical location thus it can be expressed by this construction.

(198) GA 20(1)

maùŋ	bwé	lèp ^h èt ^h í	dó	zò	ənìtʃ ^h í
Maung	buy	tea	for	Zaw	for
PROP	V	N	PREP	PROP	BENF

Maung bought tea for Zaw.

4.4 Verb phrase

The verb phrase in Geba optionally starts with an auxiliary (AUX₁) which is followed by the head verb (V), an optional directional (DIR), an auxiliary (AUX₂), and lastly by an optional adverb (ADV).

The following is a typical verb phrase structure in Geba.

V P → (AUX₁) V (DIR) (AUX₂) (ADV)

Example (199) shows a typical verb phrase.

(199) (Elicitation)

(kə̃) lé (tʰà) (wátʰó) (θàdʒ)
will go ascend ASP slowly
AUX V V PRT ADV

'will go up slowly'

The verb phrase structure expresses various situations of an event according to the meaning of the head verb. In this kind of phrase, the main verb functions as the head of the verb phrase to show what event is happening at the present time. Example (200) shows a simple sentence in which the verb phrase uses the main verb *swè* 'run'.

(200) (Elicitation)

maùŋ swè
Maung run
PROP V

Maung runs.

The verb particle *kə̃* (AUX₁) expresses the future situation of an event. In this kind of verb phrase, *kə̃* functions as the auxiliary verb 'will' which precedes the main verb. It shows that the action will occur in the future. It can also imply an immanent action 'about to'. Example (201) shows a verb phrase expressing a future event. (See section 3.1.2.2.1 for more on preverbal auxiliaries.)

(201) (Elicitation)

maùŋ kə̃ ?à lō
Maung will eat FP
PROP AUX V FP

Maung will eat.

A directional verb particle directly follows the main verb and expresses the direction of the agent. The directional doesn't appear as an aspect maker for

non-motion events like in some other Southeast Asian languages. In example (202), the directional particle *là* comes immediately after the main verb to express the direction of the agent which is descending and forward.

(202) GB 10.2(4)

sā d̄ d̄ bjà d̄ wè s̄ lè là d̄ jàŋgòŋ nò
 3S say that person one CLF 3S go descend to Yangon FP
 PRN V REL N NUM CLF PRN V V PREP PROP FP

He said that the man went to Yangon.

In example (203), the directional verb particle *gè* follows the main verb to express the direction which is 'back'. It can be used with non-motion verbs to indicate a return to a previous state.

(203) RW 005

kā b̄nì gè k^hó d̄ ɱwè bú
 1Pex put back follow to jar in
 PRN V V V PREP N LOCN

We put it back in a jar.

Post verbal auxiliaries in Geba have two forms. The first one, *mó*, shows the action was stopped and the second one *wá t^hó/wá gé* shows the action has been completed. Semiperfectivity is expressed by the particle *mó*, which follows the main verb in the verb phrase. The action or the event in this verb phrase is stopped and may be finished or not finished. Example (204) shows the form of completive verb phrase in Geba.

(204) (Elicitation)

maùŋ lè mó b̄s̄lè
 Maung go AUX where
 PROP V PRT QW

Where did Maung go?

In examples (205) and (206), the action which was done or completed is expressed by *wá t^hó/wá gé*. They appear at the end of the sentence as the final particle of the sentence.

(205) (Elicitation)

màŋ ʔà wát^hó

Maung eat ASP

PROP V PRT

Maung has eaten.

(206) (Elicitation)

màŋ ʔà wágé

Maung eat ASP

PROP V PRT

Maung has eaten.

4.5 Adverb phrase

An adverb phrase in Geba does not require a conjunction to join two adverbs. Adverbs follow post-verb auxiliaries and objects and appear at the end of the sentence. In this case, the adverb occurs with the optional associative marker, *dó*, and *ə* appears prefixed to the adverb. Example (207) shows the adverb position in a transitive clause structure.

(207) (Elicitation)

màŋ p^háʔ séʔ **dó** əθàdó l̩

Maung read book with slowly FP

PROP V N CONJ ADV FP

Maung reads book slowly.

Example (208) shows a coordinate adverb phrase with reduplication.

(208) (Elicitation)

dó dā dósó nù ǎmìṃù dǎlà nù sǎ jìfè ǎdǎǎdǎ ǎròǎrò
village one CLF this woman many this 3S speak slowly quietly
N NUM CLF DEM N QNT DEM PRN V ADV ADV

lǎ
FP
FP

The women in that village speak slowly and quietly.

4.6 Conclusion

In this chapter, different kinds of phrase were discussed. Noun phrases included modified noun phrases such as: qualifier or descriptive noun phrases, quantifiers, determiners and demonstratives. Apposition phrases and co-ordinate noun phrases were also discussed.

The verb phrase was shown to consist of the verb particles, auxiliary verbs, directional verbs and adverbs. Classifier and prepositional phrases were also presented. A brief discussion of the adverb phrase was also included in this presentation.

CHAPTER 5

SIMPLE SENTENCES

5.0 Introduction

The relationship of a clause and its proposition which is a conceptual notion is stated by Payne (1997:71) as follows.

"A significant portion of cognition and reasoning in mature human being is propositional. That is, people mentally combine and manipulate concepts in chunks involving one or two conceptual entities and a relation, activity, or property concerning them. Communication tends to be multipropositional, consisting of groups of conceptual "chunks," each contributing some bit of information to the message to be communicated. The clause (or sometime "sentence") is the linguistic expression of a proposition; a proposition is a conceptual notion, whereas a clause is its formal morphosyntactic instantiation."

Clauses or sentences in Geba consist of noun phrase arguments and predicates such as adjectives, nouns, or verbs.

The typical sentence construction type is SVO, but, in some cases, the structure changes to VSO. There is no grammatical case but there is some oblique marking of arguments.

This chapter will focus on verbal and non-verbal clauses, clausal constituents, negation and illocutionary force.

5.1 Verbal clauses

Verbal clauses in Geba consist of intransitive clauses, which are the combination of a subject and a verb phrase; semitransitive clauses, which combine subject, verb phrase, and location; transitive clauses, which consist of subject, verb phrase, and object; and, finally, ditransitive clauses, which include subject, verb phrase, object, and location.

5.1.1 Intransitive verb clause

An intransitive clause consists of a subject noun phrase followed by the predicate. The predicate can be an intransitive verb, an adjective, or a complex verb phrase. A variable order of subject with emotive predicates is possible. If there is a preverbal subject, it functions similarly to an ACTOR, and as a postverbal subject, it functions similarly to an 'EXPERIENCER'. In Kayah Li, Solnit also noted that there is a class of verbs signifying bodily sensations or emotion where the experiencer of the state can be found post-verbally. (Solnit 1997: 147-164). These are discussed in section 5.2.

Example (209) shows an intransitive clause that consists of a preverbal subject and a verb as the predicate.

(209) (Elicitation)

maùŋ swè

Maung run

PROP V

Maung runs.

In example (210), the intransitive verb is followed by the completive particle *gé*.

(210) (Elicitation)

tʰí kʰlò gé

water freeze COMP

N V PRT

The water has frozen.

In example (211), the intransitive verb is followed by a directional.

(211) (Elicitation)

t^hí kǎlà t^hà
water boil ascend
N V DIR

The water boils.

As shown in examples (212) to (214), the intransitive verbs occurs not only by itself, but followed by another modifier, completive word, or directional verbs.

Another kind of intransitive clause is formed by the dummy subject *dè*. There are no specific participants in this type of intransitive clause. Mostly, this type of intransitive clause refers to the weather or the temperature of the environment.

Examples (212) and (213) show the intransitive clause with the dummy subject *dè* with obligatory verb *?ò* 'have' in Geba. In this case, *gò* 'hot' is primarily a verb of experience.

(212) (Elicitation)

dè gò ?ò
thing hot have
N ADJ V

It's very hot.

(213) (Elicitation)

dè gò jè
thing hot 1S
N ADJ PRN

I feel hot.

Example (214) shows the intransitive clause with the subject in front

(214) (Elicitation)

jə θɛtʰɛʔ

1S angry

PRN ADJ

I am angry.

It is ungrammatical to use predicate fronting with predicates of intentional emotion *θɛtʰɛʔ* as in example (215).

(215) (Elicitation)

*dɛ θɛtʰɛʔ jɛ

thing angry 1S

N ADJ PRN

I am angry.

5.1.2 Semitransitive clauses

A semitransitive clause consists of a subject, predicate, and an obligatory locative. The order is invariable. This type of clause normally describes motion or static location. The predicate can be complex. Semitransitive clauses are usually formed by verbs which take energy.

A motion or semitransitive clause in Geba consists of a motion verb and a distinctive location element. The motion clause structure would be S V OBL. Example (216) shows the motion clause structure.

(216) (Elicitation)

písəpʰò lóɔ̀ lè ɔ́ tʃaúŋ nò

child all go to school FP

N ADJ V PREP N FP

All the children go to school.

In the above sentence, the agent *písēp^hò* and the goal *tfaúŋ* have an argument structure where they are subject and OBL in grammatical relations.

5.1.3 Transitive clauses

A transitive clause consists of a subject, predicate, and object and the order is invariable. A transitive clause involves two participants. Semantically, the subject normally functions as the agent and the object functions as the patient. In example (217), the transitive clause structure of this language is shown. The sentence structure is S V O.

(217) (Elicitation)

zò dè maùŋ
Zaw hit Maung
PROP V PROP

Zaw hit Maung.

It is impossible to change the sentence structure to SOV as in example (218).

(218) (Elicitation)

*zò maùŋ dè
Zaw Maung hit
PROP PROP V

Zaw Maung hit.

It is also impossible to change the sentence structure to VSO as in example (219).

(219) (Elicitation)

*dè zò maùŋ
hit Zaw Maung
V PROP PROP

Zaw hit Maung.(or) Maung was hit by Zaw.

This change of order is impossible even with transitive verbs of emotion as in example (220).

(220) (Elicitation)

*ʃá màŋ tʰwì
 afraid of Maung dog
 V PROP N

Maung is afraid of dog.

5.1.4 Ditransitive clauses

Ditransitive clauses involve three participants, one of which is usually inanimate. (Peck1984:121). Example (221) shows a locative transitive clause with an obligatory location following the ditransitive verb phrase.

(221) (Elicitation)

màŋ b̀è là ǎsɛʔ t̄ b̀è ɗó s̄bwé kʰò
 Maung put descend his-book one CLF to table CLF
 PROP V DIR POS-N NUM CLF PREP N CLF

Maung put a book on the table.

It is impossible to move the object after the locative phrase as in example (222).

(222) (Elicitation)

*màŋ b̀è là ɗó s̄bwé kʰò ǎsɛʔ t̄ b̀è
 Maung put descend to table on his-book one CLF
 PROP V DIR PREP N LOCN POS-N NUM CLF

Maung put a book on the table.

Usually, the indirect object in a ditransitive clause follows the verb phrase but sometimes the word order changes. Example (223) shows the indirect object preceding the direct object which is followed by a benefactive phrase.

(223) GB 14.3(1)

jə̀ ɲi maʊŋ sɛʔ dɔ́ sɛ̀ pàʔ ə̀nik^hi
1S give Maung book for 3S father for
PRN V PROP N PREP PRN N BENF

I gave Maung a book for his father.

5.2 Non-verbal clauses

Clauses which are built around nominal predicates or adjectives are known as non-verbal clauses. Descriptive clauses, equative clauses, possession clauses, existential clauses, and locative clauses are all kinds of non-verbal clauses. These kinds of non-verbal clauses are found in Geba.

A descriptive clause modifies the nouns with an adjective. Geba doesn't need the copula verb 'be' for descriptive clauses. The sentence structure is NP ADJ. Example (224) shows a descriptive sentence which is an intransitive clause that has a noun phrase and an adjective as predicate. There is no subject-verb agreement in Geba.

(224) (Elicitation)

sɛ̀ θàʔgə̀nàʔi
3S happy
PRN ADJ

He is happy.

If the sentence structure is VS, then the subject is patient-like and affected by the agent. Example (225) shows a descriptive sentence that denotes a changeable state.

(225) (Elicitation)

θàʔgə̀nàʔi sɛ̀
happy 3S
ADJ PRN

He feels happy.

Example (226) shows two pronouns appearing before and after the adjective.

(226) (Elicitation)

sā θàʔgə̀nàʔi sè l̩
3S happy 3S FP
PRN ADJ PRN FP

He is happy.

5.2.1 Equative clauses

Equative clauses in Geba identify some nominal with the subject. Equative clauses mean that two referential objects are identical. In Geba, the copula *mī* functions as a predicate to join the two noun phrases denoting referential objects. The sentence structure of an equative clause is [S *mī* O]. Example (227) shows an equative clause.

(227) (Elicitation)

sā mī dóp^hák^hònè
3S be village chief
PRN COP N

He is a village chief.

To negate *mī*, negative discontinuous morphemes appear before the verb and after the object.

The negative construction shows that *mī* is a copula and not a topic marker on the noun phrase because it can be negated as in example (228).

(228) (Elicitation)

sā t̩ mī dóp^hák^hònè n̩ʔ
3S not be village chief not
PRN NEG COP N NEG

He is not a village chief.

Equative clauses can also be used to attribute a name to the subject. Example (229) shows an equative clause which attributes a name to the subject.

(229) (Elicitation)

sā mī maŋ l̄
3S be Maung FP
PRN COP PROP FP

He is Maung.

5.2.2 Possessive clause

A possessive clause expresses that the subject has possession which is denoted by the object noun phrase. In Geba, the possession clause can be denoted by the possessive verb ʔə the same word as copula for existential ʔə. The following examples show possessive clause structure in Geba.

In example (230), the regular possessive clause structure is found without a possessive prefix on the possessed noun or a possessive marking anywhere in the noun phrases.

(230) (Elicitation)

sā ʃi ʔə θó wà
3S house have three CLF
PRN N V NUM CLF

He has three houses.

In examples (231) and (232) nominal possessive marking is found in a possessive clause. The first example uses the possessive word ʔé and in the second example the possessive prefix ə- precedes the property.

(231) (Elicitation)

maùŋ ɣé θ̄rè? ʔð θó dó
Maung of horse have three CLF
PROP POS N V NUM CLF

Maung has three horses.

(232) (Elicitation)

maùŋ ə-θ̄rè? ʔð θó dó
Maung his-horse have three CLF
PROP POS-N V NUM CLF

Maung has three horses.

5.3 Clausal constituents

Clause constituents presented in this section are subject, object, indirect and oblique object position, benefactive, time, location, instrument, accompaniment and topic.

5.3.1 Subject

In Geba, the subject is almost always obligatory and it comes at the beginning of the sentence. The noun phrase precedes the verb phrase and it can be any type of noun phrase. In example (233), the clause initial subject is followed by the verb phrase.

(233) (Elicitation)

əpísəp^hò lè tʃaúŋ
child go school
N V N

The child goes to school.

5.3.2 Object

Object constituents are commonly found in transitive and ditransitive clauses. Like the subject, the object can have different kinds of nominal constituents. Example (234) shows a proper noun as an object constituent.

(234) (Elicitation)

zò dè maùŋ
Zaw hit Maung
PROP V PROP

Zaw hit Maung.

Some verbs have two or more objects. Example (235) shows that there are multiple object-like arguments. When the benefactive argument is moved between the recipient and the theme objects, then the preposition *dó* that normally marks a benefactive is not used.

(235) GB 14.3(2)

jā ñi maùŋ sē pàʔ ānìtʰí sɛʔ tã bɛ
1S give Maung 3S father for book one CLF
PRN V PROP PRN N BENF N NUM CLF

I gave Maung for his father a book.

5.3.3 Indirect and oblique object positions

In this thesis, an indirect object is any argument that follows a direct object. The oblique argument is a type of indirect object. Indirect objects can follow or precede the direct object, and they can be nouns, pronouns, or proper nouns. Usually, the indirect objects are inanimate (e.g., arrow), and the direct object is animate. Obliques are sometimes marked by *dó* prepositional phrases.

In example (236), the direct object appears after the main verb and is followed by an oblique (S V DO OBL).

(236) GB 8.4 (1)

sā ʔi blè tā bós dó⁷ bjà dā bwè
 3S give arrow one CLF to person one CLF
 PRN V N NUM CLF PREP N NUM CLF

He gives an arrow to the man.

5.3.4 Benefactive

The benefactive constituent is a kind of indirect object constituent. It is oblique because it occurs with the preposition *dó* and with the beneficiary marker *ənìk^hí* as in example (237).

(237) GB 14.3(3)

jā ʔi maùŋ séʔ dós sā pàʔ ənìk^hí
 1S give Maung book to 3S father for
 PRN V PROP N PREP PRN N BENF

I give Maung a book for his father.

⁷ One special feature of Geba is the word *dó*. In this paper, *dó* is glossed and treated as a preposition. However, as a preposition, it contributes little semantic content and is usually accompanied by a post position or locator noun. Other connective uses of *dó* are listed in the following table.

semantic feature	preposition	Post semantic marking
location	<i>dó</i>	<i>bú/lèʔ</i>
beneficiary	<i>dó</i>	<i>ənìk^hí</i>
goal	<i>dó</i>	
instrument	<i>dó</i>	
time	<i>dó</i>	<i>əgədànù</i>
adverb (quickly)	<i>dó</i>	
relative clause	<i>dó</i>	

5.3.5 Time

Time constituents also occur in Geba. The time constituent usually appears at the beginning of the sentence. Example (238) shows a time constituent.

(238) (Elicitation)

màbédǎnì jǎ kǎ lé dǒ jàngòŋ
tomorrow 1S will go to Yangon
N PRN AUX V PREP PROP

Tomorrow, I will go to Yangon.

5.3.6 Location

When location constituents are oblique as arguments, they usually occur at the end of the sentence as in example (239).

(239) (Elicitation)

maùŋ ǒè là ǎsé? tǎ ǒè dǒ sǎbwé k^hò
Maung put descend his-book one CLF at table on
PROP V DIR POS-N NUM CLF PREP N LOCN

Maung put a book on the table.

But as adjuncts, they typically appear in a clause initial position as in example (240).

(240) (Elicitation)

dǒ jàngòŋ nò sǎ s^hǎmí dǒ jǐ bú
at Yangon that 3S sleep at house in
PREP PROP DEM PRN V PREP N LOCN

In Yangon, he sleeps in the house.

An ungrammatical sentence results if the adjunct is moved to the clause final position as in example (241).

(241) (Elicitation)

*sā s^həmí dó ʃi bù dó jàngòŋ nò
3S sleep at house in at Yangon FP
PRN V PREP N PREP PREP PROP FP

In Yangon, he sleeps in the house.

5.3.7 Instrument

Instrument constituents occur in transitive and ditransitive clauses but are very rare in intransitive and other kinds of clauses. In example (242), the instrument constituent follows the direct object. Unlike the beneficiary, there is no post-positional marker.

(242) (Elicitation)

maùŋ dēp^hà? ʔóθí dó dā?
Maung cut coconut with knife
PROP V N CONJ N

Maung cuts coconut with knife.

5.3.8 Accompaniment

The accompaniment constituent in Geba is expressed by *kɪdɔʔ* followed by the accompanier. Example (243) shows accompaniment in Geba.

(243) (Elicitation)

sā lè dó mɪlèklé kɪdɔʔ sā písəp^hò
3S go to forest and 3S child
PRN V PREP N CONJ PRN N

He goes to the forest with his child.

5.3.9 Topic

Topic is defined as the argument of a sentence that occurs clause initial. In Geba, different types of topics occur in different sentence structures. The topic

always appears at the beginning of the sentence, but, depending on the meaning of the sentence, the object can change to clause initial. However, when they do so, they are logically understood as normally occurring in the object position.

In example (244), the topic is the subject that appears at the beginning of the sentence and the sentence follows the normal SVO word order.

(244) (Elicitation)

mìjǒ tǎ dǒ bǒ?à jìp^hò?
cat one CLF eat rat
N NUM CLF V N

The cat ate the rat.

In example (245), the topic appears at the beginning of the sentence but the sentence has "object fronting" and the sentence structure occurs as (OSV).

(245) (Elicitation)

jìp^hò? tǎ dǒ mìjǒ bǒ?à
rat one CLF cat eat
N NUM CLF N V

The rat was eaten by the cat.

In example (246), the topic appears at the beginning of the sentence as a noun phrase. In this case, the phrase is followed by demonstrative *nù* and followed by the subject and verb. The sentence structure would be TOP Sub V (topicalization)

(246) (Elicitation)

jǎ mìjǒ tǎ dǒ nù t^hwì ?à gé
1S cat one CLF this dog eat COMP
PRN N NUM CLF DEM N V PRT

It was my cat the dog ate.

5.4 Illocutionary Force

Different types of illocutionary force, such as declarative, interrogative, imperative, are also found in Geba. The declarative is optionally marked by *l̄* at the end of the sentence. Example (247) shows the declarative construction.

(247) BH 006

sā	l̄aʔm̄eʔt̄h̄i	l̄wá	đó	kl̄eʔ	bù	l̄
3S	wrestle	each other	at	road	in	FP
PRN	V	RECP	PREP	N	PREP	FP

They wrestle each other in the road.

5.4.1 Interrogative

Three different types of interrogative sentence structures are found in Geba. The first is the yes-no question, the second is the information question, and the third expresses alternative questions.

5.4.1.1 Yes-No questions

In Geba, the interrogative particle *fiàʔ* occurs at the end of the clause to signal a yes-no question. Example (248) shows the interrogative yes-no structure.

(248) (Elicitation)

maùŋ	kā	l̄	đó	sā	l̄	bú	fià
Maung	will	go	to	3S	field	in	INTER
PROP	AUX	V	PREP	PRN	N	LOCN	ILL.F

Will Maung go to his field?

This kind of question would have the answer "yes" or "no".

5.4.1.2 Information questions

Two parts are required to make an information question in Geba. The first part is a question proform and the second part is the question particle. They function as discontinuous morphemes.

(1) Question proforms

bāwè	'who'
ḡlè	'where'
dà	'what'

(2) Question particles

wè	this particle is usually seen with 'who' question word
nè/nò	these particles are usually seen with 'why' question word
nè	this particle is usually seen with 'when'

Usually, the questions words are found at the beginning of the sentence and the question particles occur at the end of the sentence. Each question word has a specific function.

(a) Who

In example (249), question word *bāwè* 'who' occurs with the question particle *wè*.

(249) GB 18.4(1)

bāwè	lè	ḡó	sā	lè	bú	wè
who	go	to	3S	field	in	INTER
QP	V	PREP	PRN	N	LOCN	ILL.F

Who went to his field?

(b)Why

In examples (250) and (251), two different question particles, *nè* and *nò*, are used with the same question word *bè-dà̀nè* 'why'.

(250) (Elicitation)

bè̀dà̀nè s̄ lè d̄ó s̄ lè bú **nè**
why 3S go to 3S field in INTER
QP PRN V PREP PRN N LOCN ILL.F

Why did he go to his field?

(251) GB 18.5(3)

bè̀dà̀nè maùŋ lè má lè bú **nò**
why Maung go why field in INTER
QP PROP V QP N LOCN ILL.F

Why did Maung goto his field?

(c)When

In example (252), the question word 'when' and the question particle *nè* appear together at the end of the sentence.

(252) GB 18.6 (3)

s̄ lè d̄ó s̄ lè bú nò **dā** ətʰi **nè**
3S go to 3S field in that what time INTER
PRN V PREP PRN N LOCN DEM QP N ILL.F

When did he go to his field?

(d)How

In example (253), the question word 'how' can be seen at the end of the sentence without a question particle.

(253) GB 18.8 (2)

màŋ lé lè bú sà̀dè

Maung go field in how

PROP V N LOCN QP

How did Maung go to his field?

5.4.1.3 Alternative questions

Geba also has alternative questions. Example (254) shows an alternative question in Geba using *bè̀dā̀bè̀nè̀* 'or'. The answer could be 'one of them' or 'both of them' or 'neither of them' will go to the field.

(254) (Elicitation)

màŋ bè̀dā̀bè̀nè̀ z̀ k̄ lé húklé fià

Maung or Zaw will go field INTER

PROP CONJ PROP AUX V N ILL.F

Will Maung or Zaw go to the field?

In example (255), alternatives are juxtaposed. The answer will be 'yes' or 'no' and an indication of who will go to the forest.

(255) (Elicitation)

màŋ k̄ lé húklé fià m̄ z̀ k̄ lé fià

Maung will go field INTER or Zaw will go INTER

PROP AUX V N ILL.F CONJ PROP AUX V ILL.F

Will Maung or Zaw go to the field?

5.4.2 Imperative

The imperative in Geba is typically used to express a command. To show the recipient of the command, a proper noun might be put at the beginning or at the end. The proper noun at the end is stronger than if the proper noun appears at the beginning of the sentence. Without any proper noun and only a verb, it will be the strongest command. Accordingly in examples (256) and (257), the

subject can be in the sentence initial or sentence final position. These are second person imperative clauses.

(256) (Elicitation)

lè dó nā lè bú màŋ
go to 2S field in Maung
V PREP PRN N LOCN PROP

Go to your field Maung.

(257) (Elicitation)

màŋ lè dó nā lè bú
Maung go to 2S field in
PROP V PREP PRN N LOCN

Maung go to your field.

A bare verb can form an imperative structure, also. For example, *ʔà* in example (258) has only a verb to form an imperative clause.

(258) GA 17(1)

ʔà
eat
V

Eat!

In example (259), the final particle *ʔə̀* is a imperative softening particle. It expresses the imperative as a suggestion or opinion.

(259) (Elicitation)

nā-mò-nā-pà ʔə̀ ə̀lò nù ʔə̀ ʔə̀
2S-mother-2S-father stay place this stay IMP
PRN-N-PRN-N V N DEM V ILL.F

Stay where your parents live.

5.5 Negation

In Geba, negation is in the form of a discontinuous morpheme as in example (260). In this sentence, *tə...-nɔʔ* is a discontinuous morpheme that comes before the verb and at the end of the clause after the object if an object is present.

(260) GA 14(1)

maʊŋ tə ʔà nɔʔ

Maung not eat not

PROP NEG V NEG

Maung does not eat./Maung didn't eat.

In example (261), imperative negation takes a different form. It is a single morpheme *mɛʔ*. *mɛʔ* means 'don't' which expresses a negative command regarding the verb.

(261) GA 16(1)

ʔà mɛʔ

eat PROHB

V ILL.F

Don't eat.

5.6 Conclusion

In this chapter, intransitive, semitransitive, transitive and ditransitive verbal clauses were discussed. Nonverbal clauses consisting of equative clause and possession were also discussed. Clausal constituents including subjects, objects, topics, indirect objects, obliques and adjuncts, benefactives, times, locations, instruments, and accompaniments were described.

The indicatives, imperatives, and subjunctives as illocutionary types were presented. The interrogative forms for yes-no questions, information questions, and alternative questions were discussed. Negation was also presented in this chapter.

CHAPTER 6

COMPLEX SENTENCES

6.0 Introduction

Complex sentences are a combination of multiple clauses which include different kinds of phrases of several grammatical categories. The relationship between phrases, sentences and paragraphs is stated by Payne as follows.

Payne (1990:3) states that:

All languages, seemingly without exception, possess strategies which permit various types of co-coordinating to occur at the phrases as well as the sentential level, thereby forming complex phrases of various grammatical categories.

According to Thomson and Longacre (1990:171), all languages have two-clause constructions where one clause modifies the other clause like an adverb modifies a verb. In Geba, there are clauses which modify other clauses like this.

When the clauses combine, they in turn form paragraphs and increasingly larger bodies of discourse. Again, Longacre (1990:235) describes that:

Clauses-the surface structure units which correspond most closely to individual predications-combine into clusters of clauses which are distinguished in most languages as sentences versus paragraphs. These sentences are tighter bundles than paragraph.

In Geba, complex clauses are clauses such as relativized clauses, adverbial clauses, complement clauses, passive constructions, causative sentences, and coordinate clauses. This chapter discusses complex clauses with more than one clause and serial verb constructions. Larger structures than these are not discussed in this chapter.

6.1 Relativized clauses and clausal complements of nouns

Relative clauses are clauses that modify a noun and sometimes they are known as adjectivized clauses (Peck 1984: 150).

Example (262) shows a relative clause structure in Geba which consists of the common noun *bjà* and a modifying relative clause. The relativizer *dó* functions as a relator which precedes the relative clause. The relative phrase occurs in the same position as an adjective. It precedes the quantifier phrase.

Example (262) shows an externally headed relative clause in Geba.

(262) (Elicitation)

bjà	dó	ālénù	zàrà?	bú	dālà	nù	ḡè	kḡládè?	k ^h àtāk ^h ḡ?
person	who	enter	church	in	many	that	have	to	take off shoes
N	REL	V	N	LOCN	QNT	DEM	AUX	V	N

People who enter the church should take off (their) sandals.

In example (263), the head noun is the subject of the embedded clause. This sentence structure is possibly an internally headed relative clause.

(263) (Elicitation)

āmìḡù	kó	k ^h àtāk ^h ḡ	āḡóḡà	dā	bwè	nù	sāmḡ
woman	wear	sandals	white	one	CLF	be	beautiful
N	V	N	N	NUM	CLF	COP	ADJ

The lady wearing white sandals is beautiful.

Example (264) includes the relative clause in bold.

(264) BH 010

mèḡānḡāk ^h ḡsḡ	bjà	dó	āḡélḡ	dḡ	k^hḡwḡk^hḡk^hḡ	dḡ	dālà	nò	sā
because of that	person	who	love	thing	mercy	thing	many	that	3S
CONJ	N	REL	V	N	V	N	QNT	DEM	PRN

ɓè hòwé nù l̩
 have to bless this FP
 AUX V DEM FP

Because of that people who love and mercy others will be blessed.

In example (265), the noun *dèp^hidèmè* is followed by the complementizer to form a clausal complement of the noun structure.

(265) WL 009

dèp^hidèmè dó j̩ ɓè θèl̩ó sándéskúl nù
 work which 1S must teach Sunday school FP
 N REL PRN AUX V N FP

The work that I must do is teach Sunday school.

In Geba, there are also different sentence structures in which the head noun is the object of the embedded clause⁸.

6.2 Adverbial clauses

Dependent clauses in Geba can be formed by adding a subordinate conjunction such as: when, if, since, after, before, because. Adverbial clauses are mostly

⁸ The regular structure of the relativized clause is as follows.

<i>múd̩nì</i>	<i>dèmèl̩ó</i>	<i>dó</i>	<i>s̩</i>	<i>θèl̩ó</i>	<i>d̩</i>	<i>dé</i>	<i>nù</i>	<i>ɓbà</i>
yesterday	lesson	which	3S	teach	one	thing	this	difficult
ADV	N	REL	PRN	V	NUM	CLF	DEM	ADJ

The lesson which he taught yesterday was difficult.

But sometimes, the head is internal as in the following example where the head noun is the object of the embedded clause.

<i>múd̩nì</i>	<i>s̩</i>	<i>θèl̩ó</i>	<i>dèmèl̩ó</i>	<i>d̩</i>	<i>dé</i>	<i>nù</i>	<i>ɓbà</i>
yesterday	3S	teach	lesson	one	thing	this	difficult
ADV	PRN	V	N	NUM	CLF	DEM	ADJ

The lesson which he taught yesterday was difficult.

found in declarative clauses and they are often connected by discontinuous subordinate conjunctions.

In example (266), *dó... ɛgɛdànu* surrounds the adverbial clause.

(266) WL 005

dó jā dò t^hà θàzē **ɛgɛdànu** jā mē ɓè pòmū
 when 1S big ascend youth time 1S work have to woman
 ADV PRN ADJ DIR N N PRN V AUX N

gārē k^hò t̄ plà
 organization leader one time
 N N NUM CLF

When I became a youth, I had to do a woman leader one time.

Example (267) shows the usage of the subordinate marking *ɓé... ɛlèkànu*.

(267) WL 009

ɓé jā ʔò jā ʃibùp^hábúp^hò? **ɛlèkànu** dɔʔ jā ʔò kī
 when 1S have 1S family after and 1S have N
 ADV PRN V PRN N ADV CONJ PRN V CONJ

jāp^hòjālì jā sàʔì ɓè jāp^hòjālì
 my children 1S take care have to my children
 N PRN V AUX N

After I had my family, I had my children and I took care of my children.

Adverbial clauses in Geba modify a verb phrase or a whole clause. The following sections discuss different types of adverbial clauses, time, purpose, reason, conditional, negative conditional, concessive, substitutive, and additive, which are found in Geba.

6.2.1 Time

Time adverbial words such as *ɛtʃ^h* or *ʃé... ɛk^hé* form the head of the adverbial clause. Examples (268), (269), and (270) show time adverbial clauses in Geba.

In some of these constructions *dó* can optionally appear at the beginning of the clause.

(268) (Elicitation)

(dó)wè zú ɔ́tʰɪ̀ nù hèʔ ʈàdʒʈàdʒ
 rain fall time this walk slowly
 N V N DEM V ADV

Walk slowly when it rains.

(269) WL003

ǰé jǎ ʃɪpʰòʔ ɔ́kʰé nù jǎ mō jǎ pàʔ ʈɛ̀ǰó jé ʒètʃàkɪ
 when 1S young time this 1S mother 1S father teach 1S about
 ADV PRN ADJ N DEM PRN N PRN N V PRN PREP

dèʈʒbùʈʒbé lǎmùhé nù
 religion evening FP
 N N FP

When I was young, my parents teach me about religious things in evenings.

Example (270) uses *ɔ́kʰé nù* to show a simultaneous expression in Geba.

(270) (Elicitation)

sǎ ʈábò ɔ́kʰé nù sǎ jè tʰà
 3S sing time this 3S smile ascend
 PRN V N DEM PRN V DIR

He smiles while singing.

6.2.2 Purpose

Purpose adverbial clauses use the subordinate conjunction *ɔ̀nìtʃʰɪ̀*. Examples (271) and (272) show purpose subordinate clauses in Geba.

(271) (Elicitation)

sā sàtʰì ǎmìkʰó ǎnìtʰí sā tʰà θò?
3S see man for 3S ascend tree
PRN V N BENF PRN DIR N

He climbed the tree in order to see the man.

(272) (Elicitation)

sā pʰlò sàmébwé ǎnìtʰí nù sā bè pʰáʔ só séʔ
3S pass exam for this 3S have to read much book
PRN V N BENF DEM PRN AUX V ADV N

He should study hard to pass the exam.

6.2.3 Reason

The subordinate conjunctions *ǎmúló* and *ǎkʰòsé* are used to express the meaning of reason in Geba as in example (273) and (274).

(273) (Elicitation)

sā sàʔì bè bwèsè ǎmúló sā dèmè ʔóʔé
3S take care have to patient because 3S work much
PRN V AUX N CONJ PRN N ADV

Because she cares for the patients, she is busy.

(274) BH 009

mémédó sā mè tǎ wè nò bèbàbèsé ǎtʰì nò sā lè
but for 3S older brother one CLF that trouble time that 3S go
CONJ PRN N NUM CLF DEM V N DEM PRN V
dó sā θǎrèʔ ǎkátʰī sā θǎrè bèsʰò dó sā kǎ dè lǎwá
to 3S horse feet 3S horse worry which 3S 1Pex hit each other
PREP PRN N N PRN N V REL PRN PRN V RECP

ǎk^hòsé sǎ ǒǎrè swè ǒúwù? sè lǎ
 so 3S horse run leave 3S FP
 CONJ PRN N V V PRN FP

But for the older brother, when he was in troubled he went to his horse but his horse worried that he would beat him so it ran away.

Example (275) shows the subordinate marker *gǎnòǎk^hòsé* connecting an explanatory clause.

(275) BH 005

mémèdó sǎ ǎmè dǎ wè nò sǎ dǎ? tǎk^hók^hó sǎ
 but for 3S older brother one CLF that 3S ride the same time 3S
 CONJ PRN N NUM CLF DEM PRN V ADV PRN

dè sǎ ǒǎrè tǎk^hók^hó **gǎnòǎk^hòsé** nò sǎ ǒǎrè tǎ dó tǎ
 hit 3S horse the same time that's why that 3S horse not CLF not
 V PRN N ADV ADV DEM PRN N NEG CLF NEG

ǒélò? sè nǎ?
 love 3S not
 V PRN NEG

But for his older brother, he rides his horse and also he bit his horse, that's why his horse didn't love him.

6.2.4 Conditional clause

The 'if' clause expresses a conditional circumstance to form an adverbial clause and *mǐ* can only appear in the second position. In conditional sentences the 'if' particle is obligatory.

Example (276) shows the semantic meaning of a past time conditional clause.

(276) (Elicitation)

nā mī ʔò ʔé pʰó gārè bú nù nā sàtʃʰi ʔè
2S if stay where flower garden in this 2S see have to
PRN CONJ V ADV N N LOCN DEM PRN V AUX
pʰó ɛmò dɔ̀là nù lɔ̀
flower beautiful many this FP
N ADJ QNT DEM FP

If you were in that garden, you would see beautiful flowers.

6.2.5 Negative conditional

A negative conditional adverbial clause in Geba is expressed by negative discontinuous morphemes. In this case, the negative adverbial appears optionally at the beginning of the sentence and is later followed by the discontinuous negative morphemes and finally followed by a conjunction [(*mīdɛmī*)..... *tɛ*.... *nɔʔ* *kīdɔ*]. Examples (277) and (278) show negative conditional clauses in Geba.

(277) (Elicitation)

ʔè tɛ zú nɔʔ kīdɔ kɛ lé sà dɛjɔ
rain not fall not then will go see movie
N NEG V NEG CONJ AUX V V N

It doesn't rain; we'll go see the movie.

(278) (Elicitation)

mīdɛmī ʔè tɛ zú mà nɔʔ kīdɔ kɛ lé sà dɛjɔ
if rain not fall PRT not then will go see movie
ADV N NEG V PRT NEG CONJ AUX V V N

If it doesn't rain, then we'll go see the movie.

6.2.6 Concessive clause

The concessive clause in Geba is substituted or embedded in another clause by the word *mī* which means 'although'. Example (279) shows the concessive clause structure in Geba.

(279) (Elicitation)

dèjɔ̄ tã mɔ̀bé jé nɔ̄? **mī** jã lè sà ní gé
movie not good 1S not if/although 1S go see happen COMP
N NEG ADJ PRN NEG CONJ PRN V V V PRT

Although the movie is not good for me, I happened to watch it.

6.2.7 Substitutive

Substitutive clauses in Geba are marked by the word *ãk^hé* 'while' or the word *bàsámì* 'instead of'. Example (280) and (281) show the substitutive clauses.

(280) (Elicitation)

wà kã fè mè sé? **ãk^hé** nù wà gãjà
1Pex will have to work book time this 1Pex play
PRN AUX AUX V N N DEM PRN V

While we should have been studying, we played.

(281) (Elicitation)

wà kã fè mè sé? **bàsámì** wà gãjà
1Pex will have to work book instead of 1Pex play
PRN AUX AUX V N CONJ PRN V

Instead of studying, we played.

6.2.8 Additive

Additive clauses can be found as both negative and affirmative constructions. The additive markers are *tãk^hánɔ̄?... gó* 'not only....also' and *tãplák^hà?... gó* 'at the

same time....also'. The first example, (282), shows a negative structure used to form an additive clause type.

(282) (Elicitation)

p^hɪ sèsàt^hì tǎk^hánó? p^hɪ gó sé? θápò dǎlà
 bring Bible not-only bring also book sing many
 V N NEG-ADV V CONJ N V QNT

Not only bring a Bible, bring a song book at the same time, too.

In example (283), the additive construction occurs in the affirmative construction.

(283) (Elicitation)

p^hɪ sèsàt^hì tǎplák^hà p^hɪ gó sé? θápò dǎlà
 bring Bible one-time-only bring also book sing many
 V N NUM-CLF-ADV V CONJ N V QNT

At the same time as bringing a Bible, bring a song book, too.

6.3 Complement

In this section, subject complements and object complements are discussed. Nonan (1985) states, that a typical complement clause is a clause, which functions as an argument and may be the subject or object in another clause.

6.3.1 Subject complement

A clause embedded as the subject of another clause is found in Geba. In example (284), the subject complement clause *jǎ bð dǎnè* appears at the beginning of the sentence followed by the predicate *ǎmð* 'good'.

(284) (Elicitation)

jǎ bð dǎnè ǎmð wè
 1S play piano good COMP
 PRN V N ADJ PRT

Playing the piano is enjoyable.

6.3.2 Object complement

There are two kind of object complements discussed there. One is an object complement that is a noun phrase and that has a clausal complement as in example (285).

(285) WL 004

jā	θāhé	dó	mī	kābísèʔ	ā̀lèā̀wè	lénì	dó	jā	θàʔ	bú
1S	know	which	be	Lord	words	enter	to	1S	heart	in
PRN	V	REL	COP	N	N	V	PREP	PRN	N	LOCN

I know God's word enters into my heart.

The second one is alternatively the object complement which is a clausal complement as in example (286).

(286) (Elicitation)

sā	sàtʰì	sā	pʰò	hà
3S	see	3S	child	cry
PRN	V	PRN	N	V

She sees her child cries.

6.4 Serial verb constructions

Serial verbs consist of the combination of two or more verb roots. Serial verb phrases are commonly found in Geba. They express one simple event or a complex event. A serial verb construction in Geba contains two or more verb roots which are not compounded or members of separate clauses. However, some verb series in a sentence are compounded.

Example (287) is a verb compound because the meaning of the combined verbs is not compositional. This is an exocentric compound. *nì* 'get' followed by the word *bè* 'suffer' forms the meaning 'receive'.

(287) WL 011

jā nì ɓè dēk^hòdēʔá jā nì ɓè dēhówè dò dò
1S enter suffer strength 1S enter suffer blessing big big
PRN V V N PRN V V N ADJ ADJ

I receive great strength.

Different types of serial verbs, such as, simultaneous serial verbs, sequential verb, and 'want' serial verbs, are presented in this section.

6.4.1 Simultaneous serial verbs

The motion verb /é, which means 'go', also functions as a serial verb to express the motion of the arguments of the following main verb. The actions are done simultaneously. Examples (288) and (289) show the structure of /é and other main verbs 'take', 'see', 'pick', 'do' to show the forward direction and motion of the arguments associated with 'take'. In examples (288) and (289) the actions are done simultaneously.

(288) (Elicitation)

maùŋ lè jóŋi ɓpísɓp^hò dó tʃaúŋ nò
Maung go take child to school FP
PROP V V N PREP N FP

Maung took the child to school.

(289) WL 004

kɓ́ísìèʔ ɓ̀lèɓ̀wè lé nì dó jā θàʔ bú
Lord words go enter to 1S heart in
N N V V PREP PRN N LOCN

God's words enter into my heart.

In the following serial verb construction, the first verb expresses the action; the second verb denotes a result of that action to form a simultaneous serial verb.

(290) GA 8(2)

jā mè lādè? maŋ
1S make/cause fall Maung
PRN V V PROP

I made Maung fall.

6.4.2 Sequential verbs

In the following serial verb examples, two action verbs are attached to each other to show that the actions are done successively. In example (291) the action of the second verb is done first.

(291) BH 009

sā θā̀rè swè θúwì? sè l̄
3S horse run leave 3S FP
PRN N V V PRN FP

His horse left him and ran away.

In examples (292) and (293), the actions are done sequentially in the order given.

(292) (Elicitation)

jā lè sàt^h bjà sè wát^hó
1S go see person 3S ASP
PRN V V N PRN PRT

I went to see the man.

(293) (Elicitation)

sā gé fà? ʔi θék^hwè?
3S return put give corn
PRN V V V N

He returns and stores the corn.

6.4.3 'Want' serial verbs

Another kind of serial verb construction is with the verb *θèʔ* or *θàʔ* 'want' which never appears as a main verb but only as an auxiliary⁹. In this kind of serial verb construction the subject sometimes appears after the verb. Example (294) shows 'want' as a normal SVO word order.

(294) GA 18(1)

maùŋ θà lè bwé lèp^hèt^hí
Maung want go buy tea
PROP V V V N

Maung wants to buy tea.

Examples (295), (296), and (297) show the subject moved to the object position and the sentence structure changes to VSO.

(295) GB 6.6(1)

θèʔ sà^hì jè bjà
want see 1S person
AUX V PRN N

I want to see the man.

(296) DB 019

θà ʔà wè kādɔ kèʔ əlɔwè tã mðbé
want eat still again 1Pin other one day
AUX V AUX ADV PRN ADV NUM N

We still want to eat again the next day.

⁹ It is possible that 'want' verbs are sentential complement taking verbs. That possibility is not explored here.

(297) DB 019

θà ʔà kɛʔ tʰó kī kǎpʰúʔī θà mɛ̀pétʰàʔ
want eat 1Pin PRT and stomach want full
AUX V PRN PRT CONJ N AUX ADV

We want to eat until our stomach is so full.

6.5 Passive Construction

The combination of *bè* 'suffer' and *dè* 'thing' gives a meaning which is passive-like. In example (298), the passive particle *bèdè* comes before the main verb to form the passive structure in Geba. The agent is conjoined by the preposition *dó* 'by' which is optional. The action performed can be positive or negative.

(298) GB 14.2 (5)

màŋ **bèdè** dè sè **dó** z̀d̀
Maung have to hit 3S by Zaw
PROP AUX V PRN CONJ PROP

Maung was hit by Zaw.

6.6 Causative sentences

Causative type clause constructions are also found in Geba. The causative verb precedes the main verb as in example (299).

(299) GA 8(1)

j̄ā m̀è l̀àdèʔ tʰī màŋ l̄
1S make/cause fall PRT Maung FP
PRN V V PRT PROP FP

I made Maung fall.

In another causative construction, the first verb expresses the action; and the second verb denotes the result of that action as in example (300), (301), and (302).

(300) GA 8(2)

jā mè làdè? maŋ
1S make/cause fall Maung
PRN V V PROP

I made Maung fall.

(301) (Elicitation)

sā mè wé sā ?à í? θāđé dè dó ānìtʰí
3S make/cause dry 3S eat PRT all year for for
PRN V V PRN V PRT ADV N PREP BENF

He makes (the corn) dry (in order) to eat for all year.

(302) (Elicitation)

sā gé mè wé gé θékʰwè? tāsò? dó sā ʃi bú
3S return make/cause dry return corn some at 3S house in
PRN V V V V N QNT PREP PRN N LOCN

nò

FP

FP

He makes corn dry at his house.

A stative clause describes the subject of that clause as in the condition of having done or suffered the event. Example (303) is a stative clause showing the actual action with the causative verb structure showing the condition.

(303) (Elicitation)

jā mè gò háθù?
1S make/cause hot curry
PRN V ADJ N

I make the curry hot.

6.7 Coordinate clauses

Coordinate clauses in Geba can be joined by coordinate particles such as 'but' and 'and'. In example (304), the two clauses are joined by the coordinate particle *bàràs^há* to form a coordinate clause.

(304) GB 16.1(2)

maùŋ lè dèk^hló **bàràs^há** zò ʔdà hì bú
Maung go outside but Zaw stay house in
PROP V N CONJ PROP V N LOCN

Maung went out but Zaw stayed home.

In example (305), the two clauses are joined by the coordinate particle *kĩdĩ?* 'and'.

(305) (Elicitation)

maùŋ lè dó mílèklé **kĩdĩ?** zò lé dó tjaúŋ
Maung go to forest and Zaw go to school
PROP V PREP N CONJ PROP V PREP N

Maung goes to the forest and Zaw goes to school.

6.8 Conclusion

Different kinds of complex clauses and the sentences are found in Geba. This chapter only gives some examples of a more rich phenomena. Relativized clauses, and different kinds of adverbial clauses, such as, time, purpose, reason, conditional clause, negative conditional, concessive clause, substitutive and additive, were described.

Different kinds of complements, such as, subject complements, object complements, were also presented. Different kinds of serial verb constructions simultaneous serial verbs, sequential verbs and 'want' serial verbs were discussed.

Finally, passive construction, causative sentences and coordinate clauses were discussed.

CHAPTER 7

SUMMARY

7.0 Introduction

In this chapter, the findings are summarized and suggestions for further research are described.

7.1 Summary of findings

Geba is a little researched Karenic Language. The research of this thesis intends to describe the basic grammatical structures of Geba including word classes, phrases, and clause types.

In the word class section, different types of major word classes, minor word classes, and morphological process were presented. Nouns were shown as common nouns, which are followed by number and classifiers; proper nouns, which do not normally occur with classifiers; mass nouns, which can be counted by measure classifiers; and abstract nouns, which can not be measured by either classifiers or measure containers.

Verbs in Geba can be divided into main verbs and auxiliary verbs which occur with the main verb to function as helping verbs. Postverbal auxiliaries appear regularly after the verbs. Directional verbs occur as helping verbs to the main verb to show the direction of the actor. Copulas in Geba are defined as those verbs which link two nonverbal phrases. Adjectives were shown to be similar to verbs in negation and modification by post auxiliaries. But adjectives are distinct from verbs in ə -prefixation, the use of the relativizer *áó* with modifiers, and the comparative and the superlative constructions. Adverbs typically follow the verb and modify the verb, adjective or another adverb. Geba also has prepositions and discontinuous markers. Prepositions precede the noun to express the general location and the locator noun points out a specific place.

In minor word classes, several pronouns are found including inclusive and exclusive pronouns for first person plural. Reflexive and reciprocal pronouns

follow the main verb to form reflexive or reciprocal clauses. Demonstratives in Geba are used to point out a particular thing and they normally follow the head noun, but sometimes appear before the head noun, and are linked by a copula. Conjunctions link two words, phrases or clauses and the question words sometimes occur as discontinuous forms. Particles which function as aspect markers, negators, and illocutionary force markers were discussed.

Phrases in Geba are divided into noun phrases, classifier phrases, prepositional phrases, and verb phrases. Noun phrases can occur as head nouns preceded by an optional possessive noun phrase and followed by optional deictic and adjectives. The quantifier phrase or classifier phrase are optional. In appositional noun phrases, the specific noun phrase follows the general noun phrase. Co-ordinate noun phrases consist of two similar head constituents joined by a conjunction. Classifiers accompany nouns to mark a specific class of nouns and form classifier phrases. The verb phrase consists of the main verb preceded by an optional auxiliary and followed by an optional directional, another optional auxiliary, and optional adverbs. Simple sentences, verbal clauses, non-verbal clauses, clause constituents, and illocutionary forces were also presented.

In clause constituents, the subject is almost always obligatory in Geba. However, different grammatical relations can be the topic in different sentence structures. The benefactive constituent can follow or precede the indirect object constituent, but the conditions for changing the position of verb phrases need more investigation. Time constituents usually appear at the beginning of the sentence, whereas location constituents appear as adjuncts, usually at the beginning of the sentence. Instrument constituents occur in transitive and ditransitive clauses but are very rare in intransitive and other kinds of clauses. The role of *dó* and other prepositional phrases need more research.

Different types of illocutionary force, such as declarative, interrogative, and imperative, are also found in Geba. Three different types of interrogative sentence, yes-no questions, information questions, and alternative questions, occur. The imperative is typically used to express a command and has some variations. Negation is in the form of discontinuous morphemes. In complex

sentences, nominalized, relativized, adverbial, complement, serial verb, repeated pronoun, causative, and coordinate clauses, were briefly reviewed.

7.2 Further investigation

As the Karenic languages belong to Tibeto- Burman branch they still have some characteristics of Sino-Tibetan language. However, their SVO word order makes them somewhat unique. This thesis focused on the basic grammar structure of Geba and it only introduced and described the basic structure of grammar in this language. Therefore, there are more things in each section for further research. In the word classes section, pronoun changes of tones and vowel quality need more research. Classifiers also need more data and research. Adjectives as a distinct class from verbs, adverbs, and case markings all need further investigation. As particles are widely used in this language, there are still more particles, especially *nù*, to research. For the phrase section, all the different types of phrases need further research to ascertain the limits of each phrase type. For simple and complex sentences, the most interesting area to focus on is subject-verb intransitivity and their alternation into verb subject sentences. Not only grammar, but phonology also needs further research as this language has borrowed words from Sgaw and also Burmese. It also needs further research on the vowels, especially for breathy and creaky features. More tone analysis with pitch and intonation should be included for further analysis.

APPENDIX (1)

436 BOMA GEBA DIALECT WORDLIST

			38	tree	θó?
			39	branch	əməəp ^h á
1	Sky	mò k ^h ò?	40	tree bark	θòðè?
2	Sun	lāmù?	41	thorn	əs ^h ù?
3	Moon	l̥é	42	root	əwì?
4	Star	s ^h è?	43	leaf	θòl̥è?
5	Cloud	dètəbò?	44	flower	p ^h ó
6	Mist	dètəbò?lākà?	45	fruit	əθè?
7	Rain	wè?	46	seed	əp ^h lò?
8	Lightning	l̥áwàl̥í	47	grass	mì?
9	Rainbow	t ^h òpàpélè?	48	bamboo	hó?
10	Thunder	l̥áwó?	49	bamboo shoot	ǵà?
11	Shadow	əgəlè	50	mushroom	sù?
12	Night	mùhè?	51	cane/rattan	wé?
13	day	lāmùsēk ^h é	52	kapok	bòp ^h ó
14	morning	lāmùγó	53	sugarcane	dā?k ^h l̥é
15	noon	lāmùt ^h í ^h á?	54	betelnut	kwà?θí
16	yesterday	mwè?dānī	55	opium	beí
17	tomorrow	mòbétānī	56	liquor	θèrà?
18	year	dē?	57	banana (fruit)	jāθé?
19	east	lāmùt ^h á?	58	papaya (fruit)	θə̀rèjádóθè?
20	west	lāmù?lā	59	mango (fruit)	θə̀k ^h ó?θè?
21	north	-	60	jackfruit (fruit)	mānàθè?
22	south	-	61	coconut (fruit)	?óóθí
23	water	t ^h í	62	eggplant (fruit)	gādúθè?
24	river	lò	63	peanut	tə̀bífè?lā?k ^h ò?
25	sea	pélè	64	ginger	θə̀?é
26	earth, soil	lāk ^h ò?	65	garlic	tʃéθòbó/tʃéθòlè
27	mud	hàpé? é?	66	corn	θèk ^h wè?
28	dust	lāk ^h ó?mù?	67	red pepper	də̀głòθè?ə̀l̥é
29	stone	lò?	68	paddy rice	hú
30	sand	lòθé?mì?	69	cooked rice	dí
31	lime (for betel chew)	t ^h ùmù?	70	pounded rice	húmù?
32	gold	t ^h é	71	salt	díθè?
33	silver	hó		Animals	
34	iron	t ^h à?lā	72	animal	dèp ^h òdèwè?
35	mountain	k ^h əl̥ó	73	tiger	tʃ ^h é
36	cave	dèbú	74	bear	t ^h é
	Plants, Food		75	deer	k ^h ò?
37	forest	m̥ilèklé	76	monkey	jò?
			77	gibbon	jò?dʒí?

78	rabbit	déθè?	116	fly	òbá
79	porcupine	θú?	117	butterfly	gǎnǎp ^h jí
80	rat	jùp ^h ò?	118	scorpion	lòdé?
81	dog	t ^h wì?		Body	
82	to bark	?ò?	119	head	ǎkò?
83	to bite	?è	120	face	gàdú
84	cat	mìjós	121	brain	ínù?
85	pig	t ^h ʒ?	122	hair	k ^h ulú
86	cow	bō?	123	forehead	mèt ^h á?
87	milk	nùt ^h í	124	eyebrow	mèbós ^h ò?
88	buffalo	bǎnè?	125	eye	gàdúp ^h lò?
89	horn (of buffalo)	bǎnè?nò	126	eyelid	gàdúp ^h e?
			127	nose	nǎk ^h ǎdé
90	tail	ǎkámjì?	128	cheek	nìt ^h è?
91	elephant	kǎs ^h á	129	ear	nìgū
92	elephant tusk	kǎs ^h áblò	130	mouth	lǎmò
93	bird	t ^h òp ^h ò?	131	tongue	blé
94	bird's nest	t ^h òp ^h ò?ǎbí	132	saliva	pèt ^h í
95	wing	ǎdè?	133	tooth	θó
96	feather	t ^h òp ^h òs ^h ò?/ǎs ^h ù?	134	gums	θókó
97	to fly	ǎwì?	135	chin	ǎk ^h è?
98	egg	dì?	136	beard	ǎk ^h è?s ^h ò?
99	chicken	ǎé	137	to shave (beard)	kwà?ǎk ^h è?ǎs ^h ò?
100	duck	òbè	138	back	ǎk ^h ló?
101	fish	dàp ^h ò?	139	belly	p ^h ú
102	snake	wù	140	navel	dìmós
102	house lizard	délè?	141	heart	ǎθà?
104	turtle	k ^h li?	142	lungs	ǎθǎó
105	crocodile	θémèdò?	143	liver	ǎθóθà?
106	frog	dè?	144	intestines	ǎbwè?
107	insect	dèwèdèkrò?	145	hand	súk ^h ʒ?
108	spider	k ^h ǎsò	146	elbow	sùlèmèkǎ
109	spider web	gògǎǎbí	147	armpit	pléǎdǎfì?lè?
110	louse (head)	θò?	148	palm	sùíθà?
111	termite	pǎó	149	finger	sùmù?
112	cockroach	k ^h ʒbì?	150	finger nail	sùθìmì?
113	snail	k ^h lìmàwé/k ^h lò?	151	buttocks	kákwà?
114	mosquito	pǎsòt ^h í	152	leg	k ^h ǎ?k ^h ʒ?
115	bee	wè?/gǎnì?	153	thigh	k ^h ǎ?dù?

154	knee	k ^h àlémē?	180 d	sister (younger of m)	
155	calf	k ^h àdǝθè?			
156	shin	k ^h àrābò	181	friend	k ^h óqǝlò?
157	foot	k ^h àk ^h ò?	182	name	ǝmī
158	heel	k ^h àsòk ^h á		Home	
159	bone	ǝk ^h wí?	183	village	dó
160	rib	ǝwò	184	road,path	klè?
161	flesh	ǝǝ?	185	boat	klí
162	fat	ǝbè?	186	house	ǝí?
163	skin	ǝp ^h é?	187	door	k ^h à?qlèdò?
164	blood	θwí?	188	window	k ^h à?qlèp ^h ó?
165	sweat	ǝt ^h ǝθò?	189	roof	ǝk ^h ò?
166	pus	ǝmǝjí	190	area under house	ǝkálè?
167	excrement	ǝí?	191	wall of house	θǝrò?dǝ?
168	urine	s ^h í	192	mat	k ^h lò?
	People		193	pillow	k ^h òtǝkò?
169	man	bjàmik ^h ó	194	blanket	wǝjá?
170	woman	bjàmimù?	195	clothing	dèkódèθò?
171	person	bjà	196	to weave (cloth)	òdèkódèθò?
172	father	ǝpà?	197	to dye (cloth)	
173	mother	ǝmò?	198	sarong	níjàmik ^h ó/níjàmimù?
174	child	bjàǝp ^h ò?		trousers	nǝjàk ^h ásò
175	son in law	ǝmà?	200	to sew	s ^h à?dèkúdeθò?
176	husband	sǝwá	201	needle	nǝdè?
177	wife	sǝmǝ	202	comb	θí?
178	widow	p ^h òsèklèlè?	203	ring (finger-)	sùθèrì?
179 a	brother (elder of f)	ǝmè?mik ^h ó?	204	paper	sé?kù?
179 b	brother (elder of m)	ǝmè?mik ^h ó?	205	pot (cooking-)	gǝbó
179 c	sister (elder of f)	ǝmè?mimù?	206	coconutshell ladle	t ^h ǝnì?bù?
179 d	sister (elder of m)	ǝmè?mimù?	207	mortar	sìsòp ^h ó?
180	brother(younger of f)		208	pestle	tǝnèsǝbó
180	brother(younger of m)	p ^h èk ^h ómik ^h ó	209	spoon	swé
180 c	sister (younger of f)	p ^h èk ^h ómimù?	210	plate	sǝlò?
			211	firewood	hò?
			212	fire	mì?
			213	ashes	p ^h é?
			214	smoke	mǝjik ^h ù?

215	candle	p ^h ǎjaódaì	253	to forget	ʃèθábònè?
216	drum	t ^h ó	254	to choose	rō
217	gong	mò	255	to love	ḡèlò?
218	bow, crossbow	k ^h lí?	256	to hate	θèt ^h è?
219	arrow	blè?	257	to wait	dòì?
220	spear	θǎbá	258	to count	dòsà?
221	knife	dà?	259	to be afraid	ʃíʃá
	Verbs		260	to be angry	θèt ^h è?
222	to hear	θǎhé	261	to sleep	ʃòmí
223	to smell (sth.)	ǎlùnú	262	to snore	θékòk ^h rò?
224	to see	sà?t ^h í?	263	to dream	ʃòmíbà?
225	to wink	blás ^h í?gàdú	264	to hurt	ǎs ^h é
226	to weep	hà?	265	medicine	dǎwidǎs ^h è?
227	to eat	?à	266	to itch	θà?
228	to swallow	ʃúnù?	267	to scratch	wà?
229	to be hungry	θàwí?	268	to shiver	gǎnà
230	to be full	p ^h úpét ^h à?	269	to die	θí
231	to be thirsty	θà?òt ^h í	270	ghost	dèʃídènè?
232	to drink	ót ^h í	271	to sit	s ^h ò?nò?
233	to be drunk	mù?θērà?	272	to stand	s ^h ò?t ^h ò?
234	to vomit	pó?	273	to kneel	dǎngólá
235	to spit	t ^h wèpit ^h í	274	to walk	hè?
236	to cough	θǎkù?	275	to crawl	sǎkò?
237	to sneeze	sǎpwé	276	to come	lèbà
238	to yawn	θǎk ^h é	277	to enter	lènì?
239	to breathe	θèt ^h à?	278	to return	gèbà?
240	to whistle	wèlǎmò	279	to push	s ^h à?
241	to suck	θǎrù?	280	to pull	swì?
242	to lick	lè? ?à	281	to kick	tʃ ^h í
243	to smile	θólòθálá	282	to throw	wé
244	to laugh	jè?	283	to fall	làdè?
245	to speak	jèbè?	284	to swim	bòt ^h í
246	to tell	dǎbís ^h à?	285	to float	t ^h á?k ^h ò?
247	to shout	kè?wō	286	to sink	làprù?
248	to answer	dǎʃí	287	to flow	là
249	to lie, fib	dǎplè?	288	to give	ì?
250	to sing	θábò	289	to tie	sógló
251	to think	gǎmòdè	290	to wipe	t ^h óbá
252	to know	θǎhé	291	to rub, scrub	pò?bá?

292	to wash	ᄁᄁᄁᄁ	327	six (persons)	bjāᄁbwèᄁᄁᄁᄁ?
293	to launder	ᄁᄁᄁᄁ?	328	seven (persons)	bjāᄁᄁᄁᄁᄁᄁᄁ?
294	to bathe	ᄁᄁᄁᄁᄁᄁ	329	eight (persons)	bjāᄁᄁbwèᄁᄁᄁᄁ?
295	to hit	ᄁᄁ?	330	nine (persons)	bjāᄁᄁᄁᄁᄁᄁᄁᄁ?
296	to split	ᄁᄁᄁᄁᄁᄁ?	331	ten (persons)	bjāᄁᄁbwèᄁᄁᄁᄁ?
297	to cut (hair)	ᄁᄁᄁᄁᄁᄁᄁᄁ	332	hundred (persons)	bjāᄁᄁᄁᄁᄁᄁᄁᄁ
298	to stab	ᄁᄁᄁ?	333	thousand (persons)	bjāᄁᄁᄁᄁᄁᄁ?
299	to grind	ᄁᄁᄁ?	334	to be many	ᄁᄁ?
300	to plant	ᄁᄁᄁᄁᄁᄁ	335	all	ᄁᄁᄁᄁᄁᄁ?
301	to dig	ᄁᄁᄁᄁ?	336	some	ᄁᄁᄁᄁ
302	to bury (a corpse)	ᄁᄁᄁᄁ	337	to be few	ᄁᄁᄁᄁ?
303	to winnow (rice)	ᄁᄁᄁᄁᄁ?	338	half a unit	ᄁᄁᄁᄁᄁᄁ
304	to dry (sth.)	ᄁᄁᄁᄁ		Dimensions	
305	to pound (rice)	ᄁᄁᄁᄁ	339	to be big	ᄁᄁᄁᄁ?
306	to cook (rice)	ᄁᄁᄁᄁᄁᄁ	340	to be small	ᄁᄁᄁᄁᄁᄁ?
307	to boil (sth.)	ᄁᄁᄁᄁᄁ?	341	to be long	ᄁᄁᄁᄁᄁ
308	to burn	ᄁᄁᄁᄁᄁᄁᄁ?	342	to be short (length)	ᄁᄁᄁᄁᄁᄁ?
309	to extinguish (fire)	ᄁᄁᄁᄁᄁᄁᄁ?	343	to be tall	ᄁᄁᄁᄁᄁᄁᄁᄁ
310	to work	ᄁᄁᄁᄁᄁ	344	to be short (height)	ᄁᄁᄁᄁᄁᄁ?
311	to play	ᄁᄁᄁᄁᄁ?	345	to be thick	ᄁᄁᄁᄁ
312	to dance	ᄁᄁᄁ?	346	to be thin	ᄁᄁᄁᄁᄁᄁ
313	to shoot	ᄁᄁᄁᄁ?	347	to be fat	ᄁᄁᄁᄁ?
314	to hunt	ᄁᄁᄁᄁᄁᄁᄁ	348	to be skinny	ᄁᄁᄁᄁ?
315	to kill	ᄁᄁᄁᄁᄁ	349	to be wide, broad	ᄁᄁᄁᄁᄁ
316	to fight	ᄁᄁᄁ?	350	to be narrow	ᄁᄁᄁᄁᄁᄁᄁᄁ?
317	to buy	ᄁᄁᄁᄁ	351	to be deep	ᄁᄁᄁᄁ?
318	to sell	ᄁᄁᄁᄁ	352	to be shallow	ᄁᄁᄁᄁ?
319	to exchange	ᄁᄁᄁᄁᄁᄁᄁ?	353	to be round	ᄁᄁᄁᄁᄁᄁᄁ
320	to pay	ᄁᄁ?	354	to be full	ᄁᄁᄁᄁᄁᄁ?
321	to steal	ᄁᄁᄁᄁᄁᄁ	355	right side	ᄁᄁᄁᄁᄁᄁᄁᄁ?
	Numbers		356	left side	ᄁᄁᄁᄁᄁᄁᄁ?
322	one (person)	bjāᄁᄁᄁᄁᄁᄁ	357	to be straight	ᄁᄁᄁᄁᄁᄁ
323	two (persons)	bjāᄁᄁᄁᄁᄁᄁᄁᄁ	358	to be far	ᄁᄁᄁᄁ
324	three (persons)	bjāᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁ	359	to be near	ᄁᄁᄁᄁᄁᄁᄁ?
325	four (persons)	bjāᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁ	360	this	ᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁ
326	five (persons)	bjāᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁᄁ			

361	that	ḡnòdḡdénó	396	bald	kòlǎ
	Appearance		397	naked	ʔḡlòḡó
362	black	ḡḡípàʔ	398	to be good	ḡwé
363	white	ḡḡòḡá	399	to be bad	ḡtʰíkèʔ
364	red	ḡlèʔ	400	to be correct	ḡḡèʔ
365	green	ḡklòʔ	401	to be wrong	ḡtḡḡènòʔ
366	yellow	ḡḡá		Question Words	
367	to be dirty	pḡḡḡḡàʔ	402 a	when (past)	lḡḡàḡèʔ
368	to be new	ḡḡḡ	402 b	when (future)	tʰòḡèʔ
369	to be old	ḡlilà	403	where	dèlèḡḡlèʔ
370	to be dark	ḡtʰíʔ	404	who	bwèbwé
371	to be bright	ḡlḡ	405	what	dàḡèʔ
372	to be the same	ḡjàḡḡòḡʔ	406	how many (persons)	bòḡwé
373	to be different	ḡlāsʰá	407	stream	lḡpʰḡʔ
	Taste/Feel		408	wet rice field	sḡlǎḡḡlèʔ
374	to be sweet	ḡkáḡèʔ	409	to be ripe	ḡḡí
375	to be sour	ḡḡèʔ	410	rice seedling	ḡùḡḡtʰàʔ
376	to be bitter	ḡkʰḡʔ	411	pangolin	màḡḡḡù/jò
377	to be spicy, hot	ḡhèʔ	412	crested	kòtʰíkòʔ
378	to be rotten	ḡḡó	413	water leech	sḡlèʔ
379	to be swell	ḡkáḡpʰó	414	land leech	sḡlè
380	to be dry	ḡḡḡró	415	earthworm	tʰàʔlḡ
381	to be wet	ḡsòʔ	416	I (1s)	jé
382	to be hot	ḡḡòʔ	417	thou (2s)	né
383	to be cold	ḡsòʔ	418	he/she/it	sḡʔ
384	to be sharp	ḡsú	419	we (1p)	wā
385	to be blunt	ḡtḡḡlḡ	420	you (2p)	ḡí
386	to be heavy	ḡtʰò	421	they	sḡtḡsòʔ
387	to be hard	ḡsʰáʔ	422	sleeping area	lḡmílèʔ
388	to be smooth	ḡplḡ	423	to take	pʰjèʔ
	Other Qualities		424	to disappear	lḡémè
389	to be fast	ḡplá	425	to split w/a knife	klátḡpʰàʔ
390	to be slow	ḡḡàḡḡ	426	to bend	ḡtḡḡwè
391	to be strong	kʰòáàʔ	427	to lift	ḡàʔtʰàʔ
392	to be weak	ḡḡèʔ	428	to do/make	mḡʔ
393	to be tired	ḡḡḡ	429	don't do it	mḡḡḡèʔ
394	to be blind	ḡàḡtʰíʔ			
395	to be deaf	nḡḡtḡó			

430	half a quantity	klámé
431	disgusting	təwènɔʔ
432	warm	əlè
433	cool	əsɔʔ
434	difficult	əpá
435	easy	əʃó
436	loose	əklá

APPENDIX (2)

SAMPLE GEBA TEXTS

Text (1) How I became a woman leader (WL)

WL 001

jé jǎ mò ǎmí mī dǎʔéθaɪ̯ jǎ pàʔ ǎmí mī ʔúsaŋtʰuɪ̯
 1S 1S mother name be Daw Aye Than 1S father name be U San Tun
 PRN PRN N N COP PROP PRN N N COP PROP

My mother name is Daw Aye Than. My father name is U SanTun.

WL 002

jǎ pàʔ dèmè sǎ mè θətʰɔʔ ǎdèmè dó dǎmádá θǎwó dǎʔ jé
 1S father work 3S work decon work at Dormader village and 1S
 PRN N N PRN V N N PREP PROP N CONJ PRN

jǎ ʔǎpʰlèlǎ ǎé tǎkǎtʰókʰwígǎjáxúsʰíkʰí nì ǎéǎnú jè ʔǎ kī jǎ
 1S born when 1962 year time 1S have and 1S
 PRN V ADV NUM N ADV PRN V CONJ PRN

θéǎwè ǎwè θáθǎʔ nù lǎ
 sibling CLF six this FP
 N CLF NUM DEM FP

My father's work is a deacon in Dawmarder village and I was born in 1962. I have five siblings.

WL 003

lǎ jǎ ʃipʰǎʔ ǎkʰé nù jǎ mò jǎ pàʔ θèlǎ jé ǎétʃǎkī
 when 1S young time this 1S mother 1S father teach 1S about
 ADV PRN ADJ N DEM PRN N PRN N V PRN PREP

dèθǎǎbùθǎǎǎé lǎmùhé nù
 religion evening FP
 N N FP

When I was young, my parents taught me about religion in the evenings.

WL 004

sǎ θǎǎǎétʰǎʔǎ ǎó jé nò dǎʔ jǎ θǎhé dó mī kǎǎǎísèʔ ǎlèǎwè lénì
 3S worship CLF 1S this and 1S know which be Lord words enter
 PRN V CLF PRN DEM CONJ PRN V REL COP N N V

dó jā θà? bú dʒ? jā θāhé dō mī jā bē ʔəθāmó
 to 1S heart in and 1S know which be 1S have to live
 PREP PRN N LOCN CONJ PRN V REL COP PRN AUX V

dó tʰàdó dēbē kəbísè? ə-θá? nè lō
 which as have to Lord his-heart this FP
 REL CONJ AUX N POS-N DEM FP

They worshiped with me. I knew is that God's word entered in to my heart. I live in his will.

WL 005

mèlós jā ʃipʰò? əkʰé nù jā ʔē dēθəbùθəbē jā lè θəbùθəbē jā lè
 because 1S young time this 1S love religion 1S go religion 1S go
 CONJ PRN ADJ N DEM PRN V N PRN V N PRN V

tʰà sándéskúl tāsʰəbətāsʰós jā ké tʰà dó jā
 ascend Sunday school one-step-by-one-step 1S 1Pin ascend which 1S
 DIR N NUM-CLF-CONJ-NUM-CLF PRN PRN DIR REL PRN

dō tʰà θàzē əgədà nù jā mē bē pòmùgərəkʰò tō plà
 grow ascend youth time this 1S work have to woman leader one time
 V DIR N N DEM PRN V AUX N NUM CLF

jā mē bē kléʔsəgərəkʰò nù lō
 1S work have to christian endeavor leader this FP
 PRN V AUX N DEM FP

When I was young, I loved religion; I worshiped God and attended Sunday school. Because of that step by step when I became a youth, I had to do a woman leader one time and a Christian Endeavor leader one time.

WL 006

dʒ? bē jā ʔə dʒìjì dē? əkʰé nù jā lè tʰē
 and when 1S have twenty CLF time this 1S go attend
 CONJ ADV PRN V NUM CLF N DEM PRN V V

kʰáʔtá? ədēmèlò dó pəθì nù dʒ? jā pʰlò tʰà bē
 christian education training at Pathein this and 1S pass ascend when
 N N PREP PROP DEM CONJ PRN V DIR ADV

təkətʰókʰwígəjəxəʔsʰflwí nì bēbénú
 1984 year time
 NUM N ADV

And when I was twenty years old, I went to Pathein and attended Ka-ta (Christian

Education) training and I passed in 1984.

WL 007

jā p^hlɔ t^hà wá jā gé dɔ ʃi nù jā gé θɛlɔ
 1S pass ascend ASP 1S return to house this 1S return teach
 PRN V DIR COMP PRN V PREP N DEM PRN V V

āpísāp^hò sándéskúl kī ābètʃākī dóláp^há bú jā mɛzò dɛbɛ ɔθɪʔāzà
 child Sunday school and about village in 1S help have to ability
 N N CONJ PREP N LOCN PRN V AUX N

gè jè nù lɔ
 back 1S this FP
 V PRN DEM FP

After I passed, I return to my house and I taught children at Sunday school in the village. I helped whatever I can.

WL 008

6é tākā^hók^hwígājáxɔʔs^híxú nì ābɛ nù jā p^hlɔ jānɛ jā ʔɔ kīdɔʔ
 when 1986 year time this 1S marry myself 1S have and
 ADV N N N DEM PRN V REFLX PRN V CONJ

jā ʃibùp^hábúp^hòʔ
 1S family
 PRN N

When 1986, I married. I have family.

WL 009

6é jè ʔɔ jā ʃibùp^hábúp^hòʔ ālèkánù dɔʔ jè ʔɔ kī jāp^hòjɛlì
 when 1S have 1S family after and 1S have and my children
 ADV PRN V PRN N ADV CONJ PRN V CONJ N

jā sàʔi 6è jāp^hòjɛlì āk^hòsɛ dɛp^hidɛmɛ dɔ jā 6è θɛlɔ
 1S take care have to my children so work which 1S have to teach
 PRN V AUX N CONJ N REL PRN AUX V

sándéskúl nù jā tɔ mɛzà gè nòʔ tɔ plà jā làt^hùláp^hlɛ 6é6énú
 Sunday school this 1S not help back not one time 1S weak time
 N DEM PRN NEG V V NEG NUM CLF PRN V ADV

mòθómì jā mɛzò dɛ 6é jā mè gé^hàʔ 6é jā mɛzà nù jā
 but 1S help thing what 1S work become what 1S help this 1S
 CONJ PRN V N REL PRN V V REL PRN V DEM PRN

mèzò gè gārágāró bé dè?òplò ãdèlòbà bjà dà jé dè mèzò ló
 help back organization what church need person ask 1S thing help which
 V V N REL N N N V PRN N V REL

jā mèzò bjà tōplātāk^hà nè lō
 1S help person sometimes this FP
 PRN V N ADV DEM FP

After I had a family, I had to take care of my children. That's why I couldn't teach Sunday school. I was week but I helped in church association and people who asked me for help sometimes.

WL 010

bé jā θá? ?ò gé lwíí jè bébénu nò jā nùlā gé dó
 when 1S age have return forty over time that 1S enter return to
 ADV PRN N V V NUM ADV ADV DEM PRN V V PREP

pòmū gārē k^hò ãθé tō plā ãwí d'ó? jā mè jìplò?
 woman organization leader new one time ASP and 1S work together
 N N N ADJ NUM CLF COMP CONJ PRN V ADV

bè dè?òplò?h'óplò gārágāró d'ó ãmī pòmū gārē k^hò
 have to church organization which be woman organization leader
 AUX N N REL COP N N N

ãdèp^hidēmè nè lō
 work this FP
 N DEM FP

When I was over forty, I worked as a woman leader again and worked together in church association.

WL 011

d'ó? jā t^hát^hā?ī bè kōbísè ãlūōtá d'ó mī ã?i jé dēk^hòdē?á d'ó
 and 1S praise have to God grace which be give 1S strength which
 CONJ PRN V AUX N N REL COP V PRN N REL

mī jā kō mè jìplò? bédè ãk^hòāsé nù d'ó? jā nìbè
 be 1S will work together have to that's why this and 1S receive
 COP PRN AUX V ADV AUX CONJ DEM CONJ PRN V

dēk^hòdē?á jā nìbè dēhówè d'ò d'ò jā b'élá jā θá? d'ó mī
 strength 1S receive blessing big big 1S decide 1S age which be
 N PRN V N ADJ ADJ PRN V PRN N REL COP

dó ǎ́ǎ́mò dó mī 6é ǎ́θǎ́zà gè jé nù jǎ mè jìplò?
 to forward which be when ability back 1S this 1S work together
 PREP N REL COP ADV N V PRN DEM PRN V ADV

wè gǎ́rǎ́gǎ́ró jǎ mè jìplò? wè jǎ dǎ́?ǎ́plòp^hò? nù mī
 still organization 1S work together still 1S church members this be
 AUX N PRN V ADV AUX PRN N DEM COP

jǎ 6éló jǎ θà? nù lǎ
 1S decide 1S heart this FP
 PRN V PRN N DEM FP

And I praise God for his grace, gives me strength to work together in church. That's why I got strength and great blessing. So I decided from now on, I will work together with church association and church members.

Text (2) The two brothers and their horses (BH)

BH 001

dèlèblò dó jǎ kǎ dǎ k^húnù jó mī bjà dó ǎ́k^hǎwèk^hók^hà nò mī
 story which 1S will say now this be person who mercy that be
 N REL PRN AUX V ADV DEM COP N REL V DEM COP

bjà dó ǎ́6è hòwé lǎ
 person who have to bless FP
 N REL AUX V FP

The story, I will tell you now is a person who has mercy will be blessed.

BH 002

6è tǎ plà bjà θéùwè ?ǎ t^hì wè sǎ mò sǎ pà? tǎ
 suffer one time person sibling have two CLF 3S mother 3S father not
 V NUM CLF N N V NUM CLF PRN N PRN N NEG

?ǎ nǎ? lǎ
 have not FP
 V NEG FP

They did not have their parents.

BH 003

bjà θéùwè tʃʰi wè nò sè ʔò kīdʒʔ sã θãrèʔ dã wè tã
 person sibling two CLF this 3S have and 3S horse one CLF one
 N N NUM CLF DEM PRN V CONJ PRN N NUM CLF NUM

dó lã
 CLF FP
 CLF FP

The two brothers had one horse each.

BH 004

sã pīkó dã wè nò sã béìlò sã θãrèʔ tã dó sã
 3S younger brother one CLF that 3S love 3S horse one CLF 3S
 PRN N NUM CLF DEM PRN V PRN N NUM CLF PRN

ḃòʔãʔḃòʔḃòʔ θúθè sã tã dè sã θãrè tã dó tãkʰátãkʰà nòʔ
 feed well 3S not hit 3S horse one CLF never not
 V ADV PRN NEG V PRN N NUM CLF ADV NEG

The younger one loved his horse, he fed well, and he never beat his horse.

BH 005

mémèdó sã ãmè dã wè nò sã dʒʔ tãkʰóʒkʰó sã dè
 but for 3S older brother one CLF that 3S ride the same time 3S hit
 CONJ PRN N NUM CLF DEM PRN V ADV PRN V

sã θãrè tãkʰóʒkʰó ḡãnòãkʰòsè nò sã θãrè tã dó tã béìlò sè
 3S horse the same time that's why that 3S horse one CLF not love 3S
 PRN N ADV ADV DEM PRN N NUM CLF NEG V PRN

nòʔ lã
 not FP
 NEG FP

But for his older brother, he rode his horse and also he beat his horse, that's why his horse didn't love him.

BH 006

Error!Error!Error!Error!Error!Error!Error!Error!Error!Error!Error!Error!

tā dō dā wè tā dō sā lè dō klè? nò sā lè sà?tʰi tʰé
 one CLF one CLF one CLF 3S go to road that 3S go meet tiger
 NUM CLF NUM CLF NUM CLF PRN V PREP N DEM PRN V V N

tā dō sā là?mè?tʰi lōwà dō klè? bù lō
 one CLF 3S wrestle each other at road in FP
 NUM CLF PRN V RECP PREP N PREP FP

One day, the two brothers rode each horse and went to a journey; they met a tiger and wrestled each other on the road.

BH 007

tʰé tā dō ākʰòǎ?á ?ò gānòākʰòsé bjà θéùwè kʰúnù tʰi wè sā
 tiger one CLF strength have that's why person sibling now two CLF 3S
 N NUM CLF N V ADV N N ADV NUM CLF PRN

lákʰù nìkʰó tʰé əlè sā ǎǎǎǎǎǎ nè lō
 fall down PRT tiger because of 3S trouble this FP
 V PRT N CONJ PRN V DEM FP

Tiger had strength, that's why the two brothers fell down and had troubled.

BH 008

ǎǎ sā ǎǎǎǎǎǎ ǎtʰi nò bjà θéùwè kʰúnù tʰi wè dō
 when 3S trouble time that person sibling now two CLF which
 ADV PRN V N DEM N N ADV NUM CLF REL

ǎǎǎǎ dā wè nò sā θǎrè tā dō sà?tʰi ǎǎǎǎ? ǎǎǎǎǎǎ
 young brother one CLF that 3S horse one CLF meet master trouble
 N NUM CLF DEM PRN N NUM CLF V N V

gānòākʰòsé kʰòwèkʰòkʰà ǎǎ ǎǎǎǎ? dǎ? lè dō ǎǎǎǎ? dā wè ākátʰ
 that's why mercy have to master and go to master one CLF feet
 ADV V AUX N CONJ V PREP N NUM CLF N

mè ǎǎ mǎsǎdó ākǎdǎ? ǎǎǎǎ? kʰúnù dā wè kǎ tʰǎdó dō ākʰlókʰò
 act himself like and master now one CLF will as at back
 V REFLX ADV CONJ N ADV NUM CLF AUX CONJ PREP N

nò kǎdǎ? ǎǎǎǎ? kʰúnù dā wè tʰǎdó dō ākʰlókʰò nò wá swè?i
 that and master now one CLF as at back that ASP take away
 DEM CONJ N ADV NUM CLF CONJ PREP N DEM COMP V

AL 002

kā p^há hú dzì tù? kãdãdõnò kā bënë ɓè gìmì tã kó há
 1Pex cook rice two cup like this 1Pex put have to yeast one CLF ASP
 PRN V N NUM CLF ADV PRN V AUX N NUM CLF COMP

kā p^há wá gǎnò dētãdē kā ɓè kãplè?là k^hlò bù nǎmóló nè
 1Pex cook ASP this one thing 1Pex have to spread mat in like that this
 PRN V COMP DEM N PRN AUX V N PREP ADV DEM

We cook two cups of rice; put one yeast and cook. And then spread in the mat like this.

AL 003

kãplè?là sò? wá k^hlò bù kā jó gìmì kā θé?nì wá gǎbò bú
 spread cool ASP mat in 1Pex mix yeast 1Pex cram ASP CLF in
 V ADV COMP N PREP PRN V N PRN V COMP CLF LOCN

ãtʃà tʃ^háújétãjé nù kā jó dǔ? t^hí tã θé wá kā p^há k^hó
 last sixth day this 1Pex mix and water one day ASP 1Pex cook DECL
 V N DEM PRN V CONJ N NUM CLF COMP PRN V ILL.F

After we spread and cooled down in mat, we mix with yeast and cram in pot for sixdays.
 On the sixth day we mix with water one day and cook.

AL 004

mègǎnò lǒdē
 like this IMP
 ADV ILL.F

Just like this.

Text (4) How to make rice wine (RW)

RW 001

jó dǔ? t^hãp^hé kãdǔ? pã?í k^húnù dǎ dé nó kā θǎmá?
 mix with paddy husk and sticky rice now one thing that 1Pin stir
 V PREP N CONJ N ADV NUM N DEM PRN V

t^hãp^hé kãdǔ? pã?í wák^hàlè kā ɓò k^hó kā ɓò ?i tʃ^hí
 paddy husk and sticky rice after 1Pin wash PRT 1Pin wash it water
 N CONJ N ADV PRN V PRT PRN V PRN N

We mix that paddy husk and sticky rice and stir. And then wash with water.

RW 002

kā̀ fò wá dǝʔ kā̀ ʔó kā̀ ʔó gǝ̀bò bú
 1Pin wash ASP and 1Pin steam 1Pin steam pot in
 PRN V COMP CONJ PRN V PRN V N LOCN

After we washed it, we steam in pot.

RW 003

wá ǝ̀bò wá tǝ plà kā̀ ʔéǝ́lá ʔé kʰlò bú nò kā̀ pʰjá
 ASP cook ASP one time 1Pin spread at mat in that 1Pin spread
 COMP V COMP NUM CLF PRN V PREP N LOCN DEM PRN V

lá sòʔ kʰlò bú wákʰǝ̀lè kā̀ pʰjú ʔó tʰè gìmì kʰúnù dǝ́ dé
 cool cool mat in after 1Pin sprinkle it PRT yeast now one thing
 V ADV N LOCN ADV PRN V PRN PRT N ADV NUM N

nó
 that
 DEM

After we cooked, we spread it in a mat to cool down and we sprinkle yeast in that.

RW 004

gìmì tʰé tǝsʰé nè
 yeast PRT yeast INTER
 N PRT N ILL.F

Yeast is Tasay.

RW 005

gìmì kʰúnù dǝ́ dé nó kā̀ pʰjú ʔó tǝ plà wákʰǝ̀lè kā̀ ʔéǝ́nì
 yeast that one thing that 1Pin sprinkle it one time after 1Pin put
 N DEM NUM N DEM PRN V PRN NUM CLF ADV PRN V

gè kʰó dó m̀wè bú
 back PRT at jar in
 V PRT PREP N LOCN

After we spread yeast, we put it back in a jar.

RW 006

kā̀ ʔéǝ́nì gè m̀wè bú tǝ plà kā̀ ʔéǝ́nì gè m̀wè bú dzì θé
 1Pin put back jar in one time 1Pin put back jar in two day
 PRN V V N LOCN NUM CLF PRN V V N LOCN NUM CLF

03 04 lwì 04 wák^hàlè kã ʔs ãnik^hs
 three day four day after 1Pin drink PRT
 NUM CLF NUM CLF ADV PRN V PRT

After we put in a jar for two, three or four days, we can drink.

RW 007

k^hàlè ãp^hjĩt^hà 0è?
 only if become alcohol
 ADV V N

It becomes rice wine.

RW 008

mē pwè gānò l̄s
 like PRT this FP
 V PRT DEM FP

Just like this.

RW 009

t̄s 6è ãbà pwè n̄s?
 not PRT difficult PRT not
 NEG PRT ADJ PRT NEG

Not so difficult.

RW 010

ãt̄jà lwì 04 t̄s plà kã 6éni gè t^hí ɲè bú kã 6éni t^hí
 last four new one time 1Pin put back water bottle in 1Pin put water
 V NUM ADJ NUM CLF PRN V V N N LOCN PRN V N

t^hí ɲè bú d̄s? kã 6éni t^hís^hé kã ʔs ãp^hjĩt^hà 0è? kã
 water bottle in and 1Pin put hot water 1Pin drink become alcohol 1Pin
 N N LOCN CONJ PRN V N PRN V V N PRN

ʔs ãnit^hó pwè
 drink PRT PRT
 V PRT PRT

After four days, we put that in rice wine bottle and put hot water to become rice wine that we drink.

RW 011

āmə ɡānò lə
like this FP
V DEM FP

It's just like that.

Text (5) Geba writers' workshop (WW)

WW 001

6é dzì tʰɔʔ jè déʔ lə ʔəʰəbà əθé ʔjì dādo ʃilwì θé
when two thousand five year when October CLF ten until fourteen day
ADV NUM NUM NUM N ADV N CLF NUM PREP NUM CLF
nò wà mēʔ bjà wəsēʔ dēmèlò 6é leʔθò nò
that 1Pex PROHB person writer training at Leiktho FP
DEM PRN ILL.F N N N PREP PROP FP

In 2005, 10th October until 14th, we had writers' workshop inLeiktho.

WW 002

bjà tʰəʔ dēmèlò ʔə əbwè ʃì
person attend training have CLF ten
N V N V CLF NUM

Ten people attended the training.

WW 003

dēmèlò əθé ʃì ədàbú nò wà θoʔ pìsʰàʔ mī ɡəjò
training CLF ten during that 1Pex use money be like this
N CLF NUM LOCN DEM PRN V N COP ADV

During training days, we used money like this.

WW 004

dó tʰé bjà əbwè ʃì kīdɔʔ kéʔ səràmù dzì bwè dɔʔ lólò kə
for PRT person CLF ten and 1Pin teacher two CLF and all 1Pin
PREP PRT N CLF NUM CONJ PRN N NUM CLF CONJ ADJ PRN
ʔə dzì ʃì bwé dɔ nì nò kə ʔà dí dzì plà nò tɔ plà
eat two ten CLF one day that 1Pin eat rice two time that one time
V NUM NUM CLF NUM N DEM PRN V N NUM CLF DEM NUM CLF

ḡgḡjè ḡáḡḡ? ḡládè? jè ḡé nò ḡládè? ḡáḡḡ? tḡ ḡaḡj dʒì
 hundred six cost five day that cost six one ten thousand two
 NUM NUM V NUM CLF DEM V NUM NUM NUM NUM

tʰʒ?
 thousand
 NUM

For ten attendees, two trainers and others altogether 20 people, we had meal two times per day, one time is six hundred for five days is seventy two thousands.

WW 005

há lḡmusḡkʰé dè ʔà nò dḡ bwè dʒì ḡḡjè nò ḡbwè ʒì
 ASP afternoon thing eat that one CLF two hundred that CLF ten
 COMP N N V DEM NUM CLF NUM NUM DEM CLF NUM

ḡnìtʰí jè ḡé nò tḡ ḡaḡj
 for five day that one ten thousand
 BENF NUM CLF DEM NUM NUM

Then, for lunch, two hundred for one person and for 10 persons for five days was ten thousands.

WW 006

wà bwè ʔòsè? ḡnìtʰí dḡkḡwḡèʔìʔòsè ḡnìtʰí nò lólòsásè ḡládè`tḡ
 1Pex buy book for stationery for that altogether cost one
 PRN V N BENF N BENF DEM ADV V NUM

ḡaḡj kīdʒ? jèkʰé
 ten thousand and fifty
 NUM CONJ NUM

We bought books and stationary, altogether it cost one thousand and fifty.

WW 007

wá wà ʔì là dʒ? dḡmèlù dó leíkḡḡ ḡnìtʰí nò mī jè
 ASP 1Pex give descend with donation to Liektho for that be five
 COMP PRN V V PREP N PREP PROP BENF DEM COP NUM

tʰʒ?
 thousand
 NUM

Then, we gave donation to Leik tho and it is five thousands.

WW 008

wá wà kǎ gé klê? ló ãnitʰí nò ǎlɛ̀pà ǎgɛ̀pà ãnitʰí nò bjà
 ASP 1Pex will return road down for that come go for that person
 COMP PRN AUX V N V BENF DEM V V BENF DEM N

ʃí dzì bwɛ ãnitʰí nò bjà dɛ̀lɛ̀dɛ̀gɛ̀ ǎsʰdǎ́ǎ́é mī tǎ θaúj
 ten two CLF for that person travelling allowance be one ten thousand
 NUM NUM CLF BENF DEM N N N COP NUM NUM

jè tʰɔ́?
 five thousand
 NUM NUM

Then for traveling allowance, for the twelve people is fifteen thousands.

WW 009

wá dó kǎ gè là tʃaúŋ ǎní nò kǎ mè dɛ̀ʔàdɛ̀ʔó
 ASP and 1Pin back descend school day that 1Pin make/cause food
 COMP CONJ PRN V V N N DEM PRN V N

bjà ʃí dzì bwè ãnitʰí nò ǎlólò ǎládè? θáθò tǎ tʰɔ́? kīdɔ́?
 person ten two CLF for that all cost six one thousand and
 N NUM NUM CLF BENF DEM ADJ V NUM NUM NUM CONJ

dzì gǎjè
 two hundred
 NUM NUM

And then, on farewell day, we used money for twelve persons for meal, altogether it cost seven thousands and two hundred.

WW 010

wà θoúj písʰà? ǎlósásè ǎnò mī tǎ θeíj tǎ
 1Pex use money altogether that be one hundred thousand one
 PRN V N ADV DEM COP NUM NUM NUM

θaúj ǎlòθò? tǎ tʰɔ́? dzì gǎjè jèkʰé lɔ́
 ten thousand eight one thousand two hundred fifty FP
 NUM NUM NUM NUM NUM NUM NUM FP

Altogether, the money we used is one hundred nineteen thousands two hundred and fifty.

DB 003

sèsàt^hi tē s^hó jó mī bīsè? jèfú? ǎdèθèlǒ kè? dè dát^hà? θǎbét^húkǎp^hè?
 Bible one CLF this be Lord Jesus teaching 1Pin thing ask pray
 N NUM CLF DEM COP N N N PRN N V V

sàdè? ǎklé nò dā glà nò lǎ
 how much among that one way that FP
 ADV ADV DEM NUM N DEM FP

This Bible verse is one of the ways what Jesus taught us how to pray.

DB 004

tē plà nò bjà ǎmimù ǎdènìp^háni ǎmèdèp^hò ǎdè?èdè?ǎ dē bwè sǎ
 one time that person woman cook worker food one CLF 3S
 NUM CLF DEM N N V N N NUM CLF PRN

sà wá ǎmèdèp^hò tǎsǎ? ?àwì??ǎjì? dī háθù dó sǎ p^há nì
 see ASP worker some deliciously rice curry which 3S cook for
 V COMP N QNT ADV N N REL PRN V PREP

lāwà ?à? dò sǎ ?à tǎsǎ? ǎlò klīklī dǎ? ǎk^hòlǎk^hás^hèǎ?òt^hí?ǎdà tǎ
 each other PRT big 3S eat some gone all and left over not
 REFLX PRT ADJ PRN V QNT V ADV CONJ N NEG

?ò bè tǎkī nò? dō sǎ dō ?à?èhó jǎ p^há dīs^hè? tǎ dé ǎbè
 have PRT some not say 3S say good 1S cook rice one thing have to
 V PRT QNT NEG V PRN V ADJ PRN V N NUM N AUX

nījú lǎ'
 perfect FP
 N FP

One time, a lady who cooked for the workers looked at the workers eat deliciously what she cooked and she saw nothing left so "I cooked just right".

DB 005

ǎpòǎmò tē ?ò nò nǎ? ǎtǎ ǎ?è nò nǎ? ǎtǎ ?ò tǎkī p^hò
 more or less not have that not not much that not not have some little
 ADJ NEG V DEM NEG NEG ADV DEM NEG NEG V QNT ADJ

nò nǎ? sǎ dǎdò
 that not 3S say
 DEM NEG PRN V

"Not more or less" she said.

DB 006

ké? bjà lāk^hò p^hò? dēs^hódēs^hè nì kè? kā ?àbè?óóè dā nì 6è
 1Pin person earth person perfect for 1Pin will eat-drink one day PRT
 PRN N N N N PREP PRN AUX V-V NUM N PRT

dā nì ?ó ānìt^hí kā kó6è0ó6è? kā ?ó6ès^hó6è? dā nì 6è dā nì
 one day PRT for will dress up 1Pin live one day PRT one day
 NUM N PRT BENF AUX V PRN V NUM N PRT NUM N

ānìt^hí 6ísè? ālùā́tá l̄
 for Lord grace FP
 BENF N N FP

For us, one perfect thing is that we eat; dress daily is just by God's grace.

DB 007

kā dō kè? t^hà tāpwè dō fià
 1Pin say 1Pin PRT PRT PRT INTER
 PRN V PRN PRT PRT PRT ILL.F

Can we say like this?

DB 008

6ísè? jèfú? θèló kè? kā 6è θō6é t^hà? t^hát^hà? dó 6ísè? sādè sādè
 Lord Jesus teach 1Pin 1Pin have to worship up ask which Lord how how
 N N V PRN PRN AUX V DIR V REL N QP QP

nù l̄
 that FP
 DEM FP

Jesus taught us how to pray.

DB 009

ānò mī sà6ó t^hè kè? tāsò? kā θihé t^hàpò? tāpwè kā t^hà nì 6è
 that be to be PRT 1Pin some 1Pin know PRT PRT 1Pin PRT get have to
 DEM COP V PRT PRN QNT PRN V PRT PRT PRN PRT V AUX

nò ānìt^hí l̄
 that for FP
 DEM BENF FP

That is what we should know what to get.

DB 010

tā bē dō kā tʰà dè pòpòmòmò kā tʰà dè ʔəʔəʔəʔə ʔnìtʰí
 not have to which 1Pin ask thing more 1Pin ask thing much for
 NEG AUX REL PRN V N ADV PRN V N ADV BENF

nóʔ bē ʔlòpàʔ kā nìtʰí nò bísèʔ ʔihé ʔè tǎpwè
 not when need 1Pin for that Lord know PRT PRT
 NEG ADV V PRN LOCN DEM N V PRT PRT

No need to ask so much, God knows what we need already.

DB 011

bē màʔʔé ʔwīmùbwé ʔmè ʔáʔòʔ ʔpʰò ʔmè lwìʔòʔ nò
 at Matthew chapter older brother six verse older brother eight PRT
 PREP N N N NUM N N NUM PRT

ʔdòʔ dè dō ʔí lò bē tǎsò nò tǎkʰlú ʔí tʰátʰàʔ ní nòʔ
 say thing which 3P need PRT some that before 3P ask happen not
 V N REL PRN V PRT QNT DEM ADV PRN V V NEG

nò ʔí pàʔ ʔʔò dō mòkʰò dǎ bwè ʔihé ʔè tǎpwè
 that 3P father live which heaven one CLF know PRT PRT
 DEM PRN N V REL N NUM CLF V PRT PRT

Mathew chapter six, verse eight said, 'what you really need, your father who lives in heaven knows before you ask'.

DB 012

gǎnòʔkʰòʔsè bēʔóʔbēmāmèʔ dō ʔí kā ʔà bē sàdèʔ ʔí kā kókʔòʔ
 That's why worry which 3P 1Pin eat PRT how much 3P 1Pin dress
 ADV V REL PRN PRN V PRT ADV PRN PRN V

bē sàdèʔ nò mèʔ
 PRT how much that PROHB
 PRT ADV DEM ILL.F

That's why, no need to worry how to eat and dress.

DB 013

ʔnò mī sèsàtʰí bísèʔ jèʔsùʔkʰrìʔ ʔdè dǎbésàʔ kèʔ lǎ
 that be Bible Lord Jesus Christ thing instruction 1Pin FP
 DEM COP N N N N N PRN FP

That is, Lord Jesus Christ's instruction in the Bible for us.

DB 014

təwɪs^hərà? təsò dɔ̃ kɛ? dɔ̃ kə ʔə ʔə dɛ sàʔbó əkəkək^həké?á
 doctor some say 1Pin which 1Pin have to eat thing like become strength
 N QNT V PRN REL PRN AUX V N ADV V

kɛ? ənɪtʃ^hí lə
 1Pin for FP
 PRN BENF FP

Doctors tell us, what to eat to get energy.

DB 015

tə plà nò kə ʔə ʔə sàdɛ? sàdɛ? kə ʔə ʔə dɪ
 one time that 1Pin have to eat how much how much 1Pin have to eat rice
 NUM CLF DEM PRN AUX V ADV ADV PRN AUX V N

dɛdɔ̃dɛɪ? dɛhɪdɛʔə? dɛəθɔ̃? kə dɔ̃wá ʔə lāwà
 vegetables strength PRT will balance have to each other
 N N PRT AUX V AUX REFLX

How much we have to eat, rice, vegetable for one time to balance the energy.

DB 016

əkəkək^həké?á kɛ? ənɪtʃ^hí kə ʔə ʔə sàdɛ təwɪs^hərà? sɔ̃ dɔ̃ kɛ? dò
 become strength 1Pin for 1Pin have to eat how doctor 3S say 1Pin PRT
 V PRN BENF PRN V V QP N PRN V PRN PRT

lò
 FP
 FP

Doctors tell us how much we have to eat to get energy.

DB 017

kə ʔə gənò k^hálɛ? əkəkək^hà? dɛk^hòdɛ?á kə nɪtʃ^hí kə ʔómòʔòmə k^hɔ̃
 1Pin eat this only if become strength 1Pin for 1Pin healthy PRT
 PRN V DEM ADV V N PRN LOCN PRN ADJ PRT

Only if we eat like that, we will become strong and healthy.

DB 018

dòlíkí ənò kə mī ʔə dɔ̃ əkəké t^hà? dɛfwɪdɛs^hɛ dɛ tɔ̃ ʔɛ nò?
 PRT that 1Pin be eat which become up illness thing not like not
 PRT DEM PRN COP V REL V DIR N N NEG V NEG

kā nìtʰí dǎbɛ sǎ dǎ kɛʔ dō
 1Pin for PRT 3S say 1Pin PRT
 PRN LOCN PRT PRN V PRN PRT

More than that, they tell us not to eat bad foods which will become illness.

DB 019

mémè kɛʔ tǎsǎʔ tǎkʰó nò kā ʔà wǎ ǎsʰóʔà tʰó kɛʔ fià kǎdǎʔ
 But for 1Pin some PRT that 1Pin eat ASP full until 1Pin INTER again
 ADV PRN QNT PRT DEM PRN V COMP ADV CONJ PRN ILL.F ADV

θà ʔà wè kǎdǎ kɛʔ ǎθɛ θà ʔà wè kǎdǎ kɛʔ ǎlǎwè dǎ mǎbɛ
 want eat still again 1Pin new want eat still again 1Pin other one next
 AUX V ASP ADV PRN ADJ AUX V ASP ADV PRN ADV NUM ADV

θà ʔà kɛʔ tʰókī kǎpʰú ʔì θà mǎpétʰǎʔ kǎdǎʔ kɛʔ ǎθɛ kā lò
 want eat 1Pin PRT stomach full want full again 1Pin new 1Pin pamper
 AUX V PRN PRT N ADV AUX ADV ADV PRN ADJ PRN V

bè kā θàʔ kā lò bè kā lǎmǎ ǎmèzǎ tǎpwè dō
 have to 1Pin heart 1Pin pamper have to 1Pin mouth help PRT PRT
 AUX PRN N PRN V AUX PRN N V PRT PRT

But for us, we eat until full, we want to eat new thing, we want to eat until stomach is so full, again we do as our mind, we pamper our mouth.

DB 020

bísɛʔ ǎdɛθǎʔ nìkíʔ kɛʔ bjà lǎkʰòʔ pʰòʔ ǎdɛθǎʔ nì tǎ plǎʔ plǎʔ ətʰǎʔ
 Lord need PRT 1Pin person earth person need get one CLF CLF PRT
 N V PRT PRN N N N V V NUM CLF CLF PRT

dédǎʔlɛʔ lǎwǎ ǎtǎ jáθòʔ lɛʔ lǎwǎ nòʔ ǎnòǎsɛdō bísɛʔ jɛʔjúʔ
 stable each other not same PRT each other not because of that Lord Jesus
 V REFLX NEG ADJ PRT REFLX NEG ADV N N

θìhé ɲé kéʔ bjà lǎkʰòʔ pʰòʔ ǎθòθǎʔ ǎsɛdǎʔ sǎ θɛʔlɔ kɛʔ dǎ
 know PRT 1Pin person earth person hear say like that 3S teach 1Pin which
 V PRT PRN N N N N ADV PRN V PRN REL

kā ɓè tʰà dè sàdè? sàdè? nò l̩
 1Pin have to ask thing how much how much that FP
 PRN AUX V N ADV ADV DEM FP

What God need is, as we are not stable and different from each other, he knew already about us, that's why he teaches us how to ask.

DB 021

Error!Error!Error!Error!Error!Error!Error!Error!Error!Error!Error!Error!

ǎ̀l̩w̩tá ɓé kā kʰàni ɓè dè t̩ mí l̩l̩l̩? kā ʔàɓèʔɓè t̩
 grace when 1Pin PRT have to thing one name whatever 1Pin eat-drink one
 N ADV PRN PRT AUX N NUM N ADV PRN V-V NUM

plà? l̩l̩l̩? nò t̩kʰɔ́ l̩
 CLF whatever that PRT FP
 CLF ADV DEM PRT FP

The lesson for us is to praise God's grace in whatever we eat and whatever we need.

DB 022

kāɓisè? ʔihé ɲè? t̩? dó kā l̩pà? t̩sɔ́? nò ǎ́sénò t̩kʰl̩ú k̩
 Lord know PRT PRT which 1Pin need some that that's why before and
 N V PRT PRT REL PRN V QNT DEM ADV ADV CONJ

kā tʰátʰà? sè nì nɔ́? nò s̩ pràɲèsʰé? ɲè kā n̩tʰí w̩á gé
 1Pin ask 3S get not that 3S prepare PRT 1Pin for ASP COMP
 PRN V PRN V NEG DEM PRN V PRT PRN LOCN COMP PRT

Our lord already knew what we need, that's why, and he prepared for us already before we ask him.

DB 023

ǎ̀l̩pà? m̩ kā tʰátʰà? dè dó s̩ ʔò kā tʰátʰà? dè dó ǎ̀l̩pà?
 need be 1Pin ask thing which 3S eat 1Pin ask thing which need
 V COP PRN V N REL PRN V PRN V N REL V

ɲèɲè kā n̩tʰí ɓé ǎ̀ɓè s̩ ʔà? nò l̩
 really 1Pin for when have to 3S heart that FP
 ADV PRN LOCN ADV AUX PRN N DEM FP

What we need is to ask, what we really need for us from him.

DB 024

sè mī bísè? dó ɔ̄ni ɔ̄sà? kè? ʔilà kè? dè dó kɔ̄ lòpà? tāsɔ̄?
 3S be Lord who give care 1Pin give 1Pin thing which 1Pin need some
 PRN COP N REL V V PRN V PRN N REL PRN V QNT

ɔ̄ ɔ̄ɛ̄jɔ̄ lɔ̄
 3S always FP
 PRN ADV FP

He is God who always cares for us, always gives what we need.

DB 025

kè? tāsɔ̄? kɔ̄ mī pɔ̄ bjà ɔ̄ tʰà dè dó ɔ̄bè sɔ̄ ɔ̄á? tʰátʰà?
 1Pin some 1Pin be PRT person 3S ask thing which have to 3S age ask
 PRN QNT PRN COP PRT N PRN V N REL AUX PRN N V

dè dó kɔ̄ lòpà? tɔ̄ nì bè tɔ̄ nì ɔ̄nìtʰí nò tɔ̄kɪ
 thing which 1Pin need one day have to one day for that ILL.F
 N REL PRN V NUM N AUX NUM N BENF DEM FP

We'll be the ones, who ask what we need for each day according to his will.

DB 026

bísè? ɔ̄dèṃɔ̄bè? ɔ̄dèbélɔ̄? ʔò ɔ̄ɔ̄ɛ̄jɔ̄ ló kɔ̄ nìtʰí lɔ̄
 Lord mercy love have always all 1Pin for FP
 N N N V ADV ADJ PRN LOCN FP

God's mercy, love has always for us.

DB 027

kɔ̄ kɔ̄ʔʔitʰá ʔipɔ̄ sé ɔ̄ɔ̄ɛ̄jɔ̄ tɔ̄kɪ
 1Pin PRT PRT 3S always ILL.F
 PRN PRT PRT PRN ADV FP

We should give (honor) him always.

DB 028

bísè? kɔ̄ ʔò kò? dʒpɔ̄ ɔ̄í kɔ̄ hòwɪhòmɔ̄ bò ɔ̄í kó ɔ̄ bwè tɔ̄kɪ
 Lord will have PRT PRT 3P 1Pin bless PRT 3P CLF 3S CLF ILL.F
 N AUX V PRT PRT PRN PRN V PRT PRN CLF PRN CLF FP

God will live along with you and bless every one of you.

DB 029

dèjūdètá lǐ

thank FP

V FP

Thank you.

APPENDIX (3)

GEBa GRAMMAR QUESTIONNAIRE

GA 1. Maung has two children.	1	maùŋ	əp ^h ò	ʔò	tʃ ^h ì	wè	l̩		
		Maung	his-child		have	two	CLF	ILL.F	
		PROP	POS-N	V-have	NUM	CLF	DECL		
	2	maùŋ	əp ^h ò	ʔò	tʃ ^h ì	wè			
		Maung	his-child		have	two	CLF		
	PROP	POS-N	V-have	NUM	CLF				
GA 2. All the children went to school.	1	písəp ^h ò	ló	dò	lè	dó	tʃauŋ	nò	
		child	all	go	to	school		ILL.F	
		N	ADJ/V	V	PREP	N	DECL		
	2	əpísəp ^h ò	lé	t ^h à	ló	tʃauŋ			
		child	go	attend	all	school			
	AF-N	V	V	ADJ	N				
GA 3. Maung took the child to school.	1	písəp ^h ò	kó	əbwè	lè	dó	tʃauŋ	nò	
		child	every	CLF	go	to	school	ILL.F	
		AF-N	ADJ/V	AF-CLF	V	PREP	N	DECL	
	2	əpísəp ^h ò	ló	lòʔ	lèt ^h à	dó	tʃauŋ		
		child	all	go	attend	to	school		
	N	ADJ	V-V		PREP	N			
GA 3. Maung took the child to school.	1	písəp ^h ò	kó	əbwè	lè	dó	tʃauŋ	l̩	
		child	every	CLF	go	to	school	ILL.F	
		N	ADJ/V	CLF	V	PREP	N	DECL	
GA 3. Maung took the child to school.	1	maùŋ	lè	jò	písəp ^h ò	dó	tʃauŋ	nò	
		Maung	go	take	child	to	school	ILL.F	
		PROP	V	V	N	PREP	N	DECL	
GA 3. Maung took the child to school.	2	maùŋ	lè	ʔì	əpísəp ^h ò	dó	tʃauŋ		
		Maung	go	call	child	to	school		
		PROP	V	V	N	PREP	N		
GA 3. Maung took the child to school.	3	maùŋ	lè	jò	ʔì	əpísəp ^h ò	dó	tʃauŋ	nò
		Maung	go	take	give	child	to	school	ILL.F
		PROP	V	V	V	N	PREP	N	DECL

	4	maùŋ lè jò ãpísãp ^h ò dó tʃauíj bú nò Maung go take child to school in ILL.F PROP V V N PREP N POST DECL
	5	maùŋ lè-jò písãp ^h ò dó tʃauíj bú Maung go-take child to school in 1S V-V N PREP N LOCN
GA 4. Maung is smart.	1	maùŋ b̃è bjà dó ãθwéʔléʔ d̃ w̃è l̃ò Maung is CLF who smart one CLF ILL.F PROP COP CLF REL V NUM CLF DECL
	2	maùŋ d̃ w̃è sãprásãp ^h r̃é Maung one CLF smart PROP NUM CLF ADJ
	3	maùŋ m̃í bjà dó ãp ^h jíʔʔà d̃ w̃è l̃ò Maung is person who smart one CLF ILL.F PROP COP GEN REL V NUM CLF DECL
	4	maùŋ m̃í bjà d̃ w̃è dó ãplá Maung is person one CLF who smart PROP COP GEN NUM CLF REL V
	5	maùŋ m̃í bjà ãʔínòʔé l̃ò Maung is person smart ILL.F PROP COP GEN V DECL
GA 5. Maung is not smart	1	maùŋ t̃ ã b̃è bjà dó ã θwéʔ léʔ d̃ w̃è ñòʔ Maung not is person who smart one CLF not PROP NEG COP GEN REL V NUM CLF NEG
	2	maùŋ sãtʃ ^h ítósãkóʔ Maung dull PROP V-ELAB
	3	maùŋ t̃ ã b̃è bjà dó ãp ^h jíʔʔà d̃ bw̃è ñòʔ Maung not is person who smart one CLF not PROP NEG COP GEN REL V NUM CLF NEG
	4	maùŋ t̃ ã b̃è bjà d̃ w̃è dó ãplá ñòʔ Maung not have to person one CLF who smart not PROP NEG V GEN NUM CLF REL V NEG
	5	maùŋ m̃í bjà ã tʃ ^h í tó d̃ bw̃è Maung is person dull one CLF PROP COP GEN V NUM CLF
GA 6. Is Maung smart?	1	maùŋ m̃í bjà dó ãp ^h jàʔláʔ f̃à Maung is person who smart ILL.F PROP COP GEN REL V INTER

	2	maùŋ dō bwè sōp ^h rɛʔt ^h àsōp ^h rɛʔlá pwèʔ fià	Maung one CLF smart PRT ILL.F	PROP NUM CLF V-ELAB PRT INTER
	3	maùŋ bɛ wè bjà dō əp ^h jiʔʔà dō bwè fià	Maung is person who smart one CLF ILL.F	PROP COP GEN REL V NUM CLF INTER
	4	maùŋ mī bjà dō wè dō əplá wè hàʔ	Maung is person one CLF who smart PRT ILL.F	PROP V-be GEN NUM CLF REL AF-V PRT INTER
	5	maùŋ mī bjà dō əʔínòswèʔ dō wè hàʔ	Maung is person who his-brain-run one CLF ILL.F	PROP COP GEN REL 3S-N NUM CLF INTER
GA 7. Maung walks slowly.	1	maùŋ hɛʔ θàdó θàdó lō	Maung walk slowly slowly ILL.F	PROP V ADV ADV DECL
	2	maùŋ dō bwè sō hɛʔ θàdó klèʔ	Maung one CLF PRN walk slowly road	PROP NUM CLF 3S V ADV N
	3	maùŋ hɛʔ θəròʔ θəròʔ lō	Maung walk slowly slowly ILL.F	PROP V ADV ADV DECL
	4	maùŋ hɛʔ θəròʔ θəròʔ lō	Maung walk slowly slowly ILL.F	PROP V ADV ADV DECL
	5	maùŋ hɛʔ θəròʔ θəròʔ lō	Maung walk slowly slowly ILL.F	PROP V ADV ADV DECL
GA 8. I made Maung fall.	1	jā mè làdèʔ t ^h ɪ maùŋ lō	1S make fall PRT Maung ILL.F	PRN V V PRT PROP DECL
	2	jā mè làdèʔ maùŋ	1S make fall Maung	PRN V V PROP
	3	jā mè làdèʔ t ^h ɪ maùŋ	1S make fall PRT Maung	PRN V V PRT PRN
	4	jā mè làdèʔ t ^h ɪ maùŋ	1S make fall PRT Maung	PRN V V PRT PROP

	5	jō 1S PRN	mè make V	lādè? fall V	l̥ɪ PRT PRT	maùŋ Maung PROP
GA 9. Did Maung fall?	1	maùŋ Maung PROP	lādè? fall V	l̥ɪ PRT PRT	hà? ILL.F INTER	
	2	maùŋ Maung PROP	lādè? fall V	gé PROP PROP	hà? ILL.F INTER	
	3	maùŋ Maung 1S	lādè? fall V	pwé? PRT PRT	hà? ILL.F INTER	
	4	maùŋ Maung PROP	lādè? fall V	hà? ILL.F INTER		
	5	maùŋ maung PROP	lādè? fall V	hà? ILL.F INTER		
GA 10. Yesterd ay Maung ate.	1	múdāni yesterday ADV	maùŋ Maung PROP	ʔà eat V	āśʰɛ food N	lō ILL.F DECL
	2	múhéʔdāni yesterday ADV	maùŋ Maung PROP	ʔà eat V		
	3	maùŋ Maung PROP	ʔà eat V	múhéʔdāni yesterday ADV		
	4	múhéʔ yesterday ADV	maùŋ Maung PROP	ʔà eat V	wá finish ASP	gé COMP ASP
	5	múhéʔdāni yesterday ADV	maùŋ Maung PROP	ʔà eat V	dè thing N	lō ILL.F DECL
GA 11. Maung is eating.	1	maùŋ Maung PROP	ʔà eat V	āsɛʔ food N	lō ILL.F DECL	
	2	maùŋ Maung PROP	ʔà eat V	gè COMP ASP		

	3	maùŋ ʔà	p ^h áθàʔ	dò	
		Maung eat	PRT	ILL.F	
		PROP V	PRT	DECL	
	4	maùŋ ʔà	dè		
		Maung eat	thing		
		PROP V	N		
	5	maùŋ ʔà	dè		
		Maung eat	thing		
		PROP V	N		
GA 12. Maung already ate.	1	maùŋ ʔà	wá	t ^h ó	
		Maung eat	finish	COMP	
		PROP V	ASP	ASP	
	2	maùŋ ʔà	wá	gé	
		Maung eat	finish	COMP	
		PROP V	ASP	ASP	
	3	maùŋ ʔà	wá	t ^h ó	
		Maung eat	finish	COMP	
		PROP V	ASP	ASP	
	4	maùŋ ʔà	wá	gé	
		Maung eat	finish	COMP	
		PROP V	ASP	ASP	
	5	maùŋ ʔà	wá	gé	
		Maung eat	finish	COMP	
		PROP V	ASP	ASP	
GA 13. Maung will eat.	1	maùŋ kō	ʔà	lò	
		Maung will	eat	ILL.F	
		PROP AUX	V	DECL	
	2	maùŋ kō	ʔà	k ^h ó	
		Maung will	eat	PRT	
		PROP AUX	V	PRT	
	3	maùŋ kō	ʔà	lò	
		Maung will	eat	ILL.F	
		PROP AUX	V	DECL	
	4	maùŋ kō	ʔà	əʃɛʔ	lò
		Maung will	eat	food	ILL.F
		PROP AUX	V	N	DECL
	5	maùŋ kō	ʔà	lò	
		Maung will	eat	ILL.F	
		PROP AUX	V	DECL	

GA 14. Maung didn't eat.	1	maùŋ t̄ə ʔà nòʔ Maung not eat not PROP NEG V NEG
	2	maùŋ t̄ə ʔà nòʔ Maung not eat not PROP NEG V NEG
	3	maùŋ t̄ə ʔà nòʔ Maung not eat not PROP NEG V NEG
	4	maùŋ t̄ə ʔà nòʔ Maung not eat not PROP NEG V NEG
	5	maùŋ t̄ə ʔà nòʔ PROP not eat not 1S NEG V NEG
GA 15. Maung can't eat.	1	maùŋ ʔà t̄ə nè nòʔ Maung eat not can not PROP V NEG MOD NEG
	2	maùŋ t̄ə ʔà kèt ^h àʔ nòʔ Maung not eat able not PROP NEG V MOD NEG
	3	maùŋ t̄ə ʔà kèt ^h àʔ bèʔ nòʔ Maung not eat able PRT not PROP NEG V MOD PRT NEG
	4	maùŋ ʔà t̄ə nè nòʔ Maung eat not can not PROP V NEG MOD NEG
	5	maùŋ ʔà t̄ə nè nòʔ Maung eat not can not PROP V NEG MOD NEG
GA 16. Don't eat!	1	ʔà m̄ɛʔ eat not V NEG
	2	ʔà m̄ɛʔ eat not V NEG
	3	ʔà m̄ɛʔ eat not V NEG

	4	tā not NEG	ḃè PRT PRT	ʔà eat V	nòʔ not NEG	
	5	tā not NEG	ḃè PRT PRT	ʔà eat V	nòʔ not NEG	
GA 17. Eat!	1	ʔà eat V				
	2	ʔà eat V				
	3	ʔà eat V				
	4	ʔà eat V				
	5	ʔà eat V				
GA 18. Maung wants to buy tea.	1	maḁŋ Maung PROP	ḃà want V-	lè go V-	bwè buy V	lèp ^h èt ^h í tea N
	2	maḁŋ Maung PROP	ḃà want V-	bwè buy V	lèp ^h èt ^h í tea N	
	3	maḁŋ Maung PRop	ḃè want V-	lè go V-	bwè buy V	lèp ^h èt ^h í tea N
	4	maḁŋ Maung PRN	ḃà want V-	lè go V-	bwè buy V	lèp ^h èt ^h í tea N
	5	maḁŋ Maung PRN	ḃà want V	bwè go V	lèp ^h èt ^h í tea N	
GA 19. Maung can buy	1	maḁŋ Maung RPOP	bwè buy V	lèp ^h àt ^h í tea N	sà can MOD	wè PRT PRT

tea.	2	maùŋ bwè sà pwè lèp ^{hà} t ^{hí} Maung buy can PRT tea PROP V MOD PRT N
	3	maùŋ bwè sà wè lèp ^{hà} t ^{hí} Maung buy can PRT tea RPOP V MOD PRT N
	4	maùŋ bwè sà lèp ^{hà} t ^{hí} Maung buy can tea PROP V MOD N
	5	maùŋ bwè sà lèp ^{hà} t ^{hí} lō Maung buy can tea ILL.F PROP V MOD N DECL
GA 20. Maung bought tea for Zau.	1	maùŋ bwé lèp ^{hè} t ^{hí} dó zò ãnìt ^{hí} Maung buy tea for Zaw for PROP V N PREP PROP BENF
	2	maùŋ lè bwè zò ãnik ^{hí} lèp ^{hè} t ^{hí} Maung go buy Zaw for tea PROP V V PROP LOCN N
	3	maùŋ bwé ʔì lèp ^{hè} t ^{hí} dó zò ãnìt ^{hí} Maung buy PRT tea for Zaw for PROP V PRT N PREP PROP BENF
	4	maùŋ bwé lèp ^{hè} t ^{hí} dó zò ãnìt ^{hí} Maung buy tea for Zaw for PROP V N PREP PROP BENF
	5	maùŋ bwé lèp ^{hè} t ^{hí} dó zò ãnìt ^{hí} Maung buy tea for Zaw for PROP V N PREP PROP BENF
GA 21. Maung bought my tea.	1	maùŋ bwè jō lèp ^{hè} t ^{hí} Maung buy 1S tea PROP V PRN N
	2	maùŋ bwè jō ʔé lèp ^{hè} t ^{hí} Maung buy 1S POS tea PROP V PRN POS N
	3	maùŋ bwè jō lèp ^{hè} t ^{hí} Maung buy 1S tea PROP V PRN N
	4	maùŋ bwè jō ʔé lèp ^{hè} t ^{hí} Maung buy 1S POS tea PROP V PRN POS N

	5	maùŋ	bwè	jā	ʔé	lèp ^h èt ^h í
		Maung	buy	1S	POS	tea
		PROP	V	PRN	POS	N
GA 22. Maung gave me tea.	1	maùŋ	ʔì	jè		lèp ^h èt ^h i
		Maung	give	1S		tea
		PRN	V	PRN		N
	2	maùŋ	ʔì	jè		lèp ^h èt ^h í
		Maung	give	1S		tea
		PROP	V	PRN		N
	3	maùŋ	ʔì	jè		lèp ^h èt ^h í
		Maung	give	1S		tea
		PROP	V	PRN		N
	4	maùŋ	ʔì	jè		lèp ^h èt ^h i
		Maung	give	1S		tea
		PROP	V	PRN		N
	5	maùŋ	ʔì	jè		lèp ^h èt ^h i
		Maung	give	1S		tea
		PROP	V	PRN		N
GA 23. He is village chief.	1	sè	mī	dóp ^h áǎk ^h òǎnè		lǎ
		3S	is	chief-village		ILL.F
		PRN	COP	N-ELAB	DECL	
	2	sè	mī	wèpràʔ		
		3S	is	chief-village		
		PRN	COP	N		
	3	sè	mī	dók ^h òdónè		lǎ
		3S	is	chief-village		ILL.F
		PRN	COP	N-ELAB	DECL	
	4	sè	mī	dóp ^h á	ǎk ^h òǎnè	
		3S	is	village	chief	
		PRN	COP	N	N	
	5	sè	mī	dók ^h òp ^h ák ^h ò		lǎ
		3S	is	chief-village		ILL.F
		PRN	COP	N-ELAB	DECL	
GA 24. Maung hit himself.	1	maùŋ	dè	là	gè	ǎnē
		Maung	hit	down	back	himself
		PROP	V	V	V	REFLX
	2	maùŋ	dè	gè	ǎnē	ǎsèʔ
		Maung	hit	back	himself	body
		PROP	V	V	REFLX	N

	3	maùŋ	gè	dè	gè	ǎnē				
		Maung	return	hit	back	himself				
		PROP	V	V	V	REFLX				
	4	maùŋ	dè	là	gè	ǎnē				
		Maung	hit	down	back	himself				
		PROP	V	V	V	REFLX				
	5	maùŋ	dè	là	gè	ǎnē				
		Maung	hit	down	back	himself				
		PROP	V	V	V	REFLX				
GA 25.	1	maùŋ	kī	jè	dè	lè	lōwà	lō		
Maung		Maung	and	1S	hit	PRT	each other	ILL.F		
and I		PRN	CONJ	PRN	V	PRT	RECP	DECL		
hit each	2	maùŋ	kī	jè	kā	dè	lōwà			
other.		Maung	and	1S	will	hit	each other			
		PRN	CONJ	PRN	AUX	V	RECP			
	3	maùŋ	kī	jè	kā	dè	lè	lōwà		
		Maung	and	1S	will	hit	PRT	each other		
		PROP	CONJ	PRN	AUX	V	PRT	RECP		
	4	maùŋ	kīdɔʔ	jè	kā	là	dè	lè	lōwà	
		Maung	and	1S	will	down	hit	PRT	each other	
		PROP	CONJ	PRN	AUX	V	V	PRT	RECP	
	5	maùŋ	kī	jè	kā	là	dè	gè	lōwà	lō
		Maung	and	1S	will	down	hit	back	each other	ILL.F
		PROP	CONJ	PRN	AUX	V	V	V	RECP	DECL
GA 26.	1	maùŋ	lè	dó	lè					
Where		Maung	go	to	ILL.F					
did		PROP	V	PREP	INTER					
Maung	2	maùŋ	nō	lè	mó	bālè				
go?		Maung	2S	go	did	ILL.F				
		PROP	PRN	V	PRT	INTER				
	3	maùŋ	lè	ḃélē						
		Maung	go	ILL.F						
		PROP	V	INTER						
	4	maùŋ	lè	ḃélē						
		Maung	go	ILL.F						
		PROP	V	INTER						
	5	maùŋ	lè	ḃélē						
		Maung	go	ILL.F						
		PROP	V	INTER						

27. Maung went out but Zaw stayed home.	1	maùŋ hè	dèə̀k ^h lò	mə̀θómī	zò	ʔdà	ʃi	lò	
		Maung walk	outside	but	Zaw	stay	house	ILL.F	
		PROP V	LOCN	CONJ	PROP	V-	N	DECL	
	2	maùŋ lèbà	ə̀k ^h lò	wáðdò	sə̀	ʔdò	zò	ə̀	ʃi
		Maung go	outside	then	3S	stay	Zaw	3S	house
	PROP V	LOCN	CONJ	PRN	V	PROP	PRN	N	
3	maùŋ hè	dó	dèk ^h lò	bàràs ^h á					
	Maung go	to	outside	but					
	PROP V	PREP	LOCN	CONJ					
		zò ʔdà	dó	ʃi`	bú	lò			
		Zaw stay	at	house	in	ILL.F			
		PROP V	PREP	V	LOCN	DECL			
4	maùŋ hè	dó	dèk ^h lò	nò	há				
	Maung walk	to	outside	that	then				
	PROP V	PREP	LOCN	DEM	CONJ				
		zò ʔdà	dó	ʃi`	bù	nò			
		Zaw stay	at	house	in	ILL.F			
		PROP V	PREP	N	LOCN	DECL			
5	maùŋ hè	dèk ^h lò	mùθómī	zò	ʔdà	dó	ʃi		
	Maung walk	outside	but	Zaw	stay	at	home		
	PROP V	LOCN	CONJ	PROP	V	PREP	N		
GA28. Zau went to his field, then went home.	1	zò lè	dó	ə̀lè	bù	wá			
		Zaw go	to	his-fieldin	then				
		PROP V	PREP	POS-N	LOCN	CONJ			
		sə̀ gè	dó	sə̀	ʃi	lò			
		3S go	to	3S	house	ILL.F			
	PRN V	PREP	PRN	N	DECL				
2	zò lè	lè	bù	kè					
	Zaw go	field	in	then					
	PROP V	N	LOCN	CONJ					
	sə̀ gè	dó	sə̀	ʃi	lò				
	3S return	to	3S	house	ILL.F				
	PRN V	PREP	PRN	N	DECL				

	3	z̀	l̀	d́	ǎ	l̀	b̀	ɣ́	
		Zaw	go	to	3S	field	in	then	
		PROP	V	PREP	PRN	N	LOCN	CONJ	
		s̄	g̀	ǵ	d́	s̄	ǎfi	l̀	
		1S	go	back	to	3S	house	ILL.F	
		PRN	V	V	PREP	PRN	N	DECL	
	4	z̀	l̀	d́	ǎ	l̀	b̀	ǹ	ɣ́
		Zaw	go	to	3S	field	in	that	then
		PROP	V	PREP	PRN	N	LOCN	DEM	CONJ
		s̄	g̀	d́	s̄	fi	b̀	ǹ	
		3S	return	to	3S	house	in	ILL.F	
		PRN	V	PREP	PRN	N	LOCN	DECL	
	5	z̀	l̀	d́	l̀	bu	ǹ	ɣ́	
		Zaw	go	to	field	in	that	then	
		PROP	V	PREP	N	LOCN	DEM	CONJ	
		s̄	g̀	d́	fi	l̀			
		3S	return	to	house	ILL.F			
		PRN	V	PREP	N	DECL			
GA 29. Maung has many friends so he must be happy.	1	màŋ	ʔ̀	k̄ɪd̄	ǎk ^h ʔǎk ^h é		ʔ̀k̄é	ḡǎǹd̄ǎk ^h ̀d̄s̄é	
		Maung	have	with	friends		many	that's why/so	
		PROP	V	CONJ	N-ELAB	ADV	CONJ		
		s̄	θ̄ǎʔḡǎǹǎʔi		l̄				
		3S	happy		ILL.F				
		PRN	ADJ		DECL				
	2	màŋ	ǎk ^h ʔǎk ^h é		ʔ̀ʔ̀éʔ̀ʔ̀		s̄	θ̄ǎʔḡǎǹǎʔi	
		Maung	friend		many		3S	happy	
		PROP	N		ADJ		PRN	ADJ	
	3	màŋ	ʔ̀	k̄i	ǎk ^h ʔḡǎl̀		ʔ̀ʔ̀è	bẁè	ǎk ^h ̀d̄s̄é
		Maung	have	with	friends		many	CLF	that's why/so
		PROP	have	CONJ	N		ADJ	CLF	CONJ
		s̄	θ̄ǎʔḡǎǹǎʔi		s̄	ʔ̀é	l̀		
		3S	happy		3S	PRT	ILL.F		
		PRN	ADJ		PRN	PRT	DECL		

	4	maùŋ ʔð Maung have PROP V	kīdʔ with CONJ	ǎk ^h ʔgǎlò friends N	ʔðké many ADJ	tǎ one NUM	plà time CLF	nò that DEM
		sǎ 3S PRN	θàʔgǎnàʔi happy ADJ	sǎ 3S PRN	ʔé PRT PRT			
	5	maùŋ ʔð Maung have PROP V	kīdʔ with CONJ	ǎk ^h ʔǎk ^h é friends N	ʔðké many ADJ	tǎ one NUM	plà time CLF	nò that DEM
		θàʔgǎmò happy ADJ	lǎ ILL.F DECL					

Based on Mahidol, 1978 version

GB 1.1	four people	1	bjà lwì wē person four CLF GEN NUM CLF
		2	bjà lwì bwē person four CLF GEN NUM CLF
		3	bjà lwì bwē person four CLF GEN NUM CLF
		4	bjà lwì wē person four CLF GEN NUM CLF
		5	bjà lwì wē person four CLF GEN NUM CLF
GB 1.2	four houses	1	ʃi lwì mē house four CLF GEN NUM CLF
		2	hì lwì wā house four CLF GEN NUM CLF

		3	hì lwì wā house four CLF GEN NUM CLF
		4	ʃì lwì mē house four CLF GEN NUM CLF
		5	ʃì lwì mē house four CLF GEN NUM CLF
GB1.3	four trees	1	θòʔ lwì ʒó tree four CLF GEN NUM CLF
		2	θòʔ lwì ʒó tree four CLF GEN NUM CLF
		3	θòʔ lwì ʒó tree four CLF GEN NUM CLF
		4	θòʔ lwì ʒó/mù tree four CLF GEN NUM CLF
		5	θòʔ lwì ʒó tree four CLF GEN NUM CLF
GB1.4	four cups of water	1	tʰí lwì kʰwéʔ water four CLF GEN NUM CLF
		2	tʰí lwì kʰwéʔ/ʒùʔ water four CLF GEN NUM CLF
		3	tʰí lwì kʰwèʔ water four CLF GEN NUM CLF
		4	tʰí lwì kʰwèʔ water four CLF GEN NUM CLF
		5	tʰí lwì kʰwéʔ water four CLF GEN NUM CLF
GB1.5	four kilos of rice	1	hú/xú lwì tùʔ rice four CLF GEN NUM CLF
		2	hú lwì tùʔ rice four CLF GEN NUM CLF

		3	hú lwì tù? rice four CLF GEN NUM CLF
		4	hú lwì tù? rice four CLF GEN NUM CLF
		5	hú lwì tù? rice four CLF GEN NUM CLF
GB1.6	one person	1	bjà dǎ wè person one CLF GEN NUM CLF
		2	bjà dǎ bwè person one CLF GEN NUM CLF
		3	bjà dǎ bwè person one CLF GEN NUM CLF
		4	bjà dǎ bwè person one CLF GEN NUM CLF
		5	bjà dǎ wè person one CLF GEN NUM CLF
GB1.7	one house	1	ʃì dǎ mé house one CLF GEN NUM CLF
		2	hì dǎ wà house one CLF GEN NUM CLF
		3	ʃì dǎ wà house one CLF GEN NUM CLF
		4	ʃì dǎ mé/wà house one CLF GEN NUM CLF
		5	ʃì dǎ wà house one CLF GEN NUM CLF
GB1.8	one day	1	dǎ ní one day NUM CLF
		2	dǎ ní one day NUM CLF

		3	dā ní one day NUM CLF
		4	dā ní /dā θé one day /one day NUM CLF /NUM CLF
		5	dā ní one day NUM CLF
GB1.9	one and a half days	1	dā nì kī tək̀lè? one day and half NUM CLF CONJ NUM
		2	dā nì kī t̃hè? one day and half NUM CLF CONJ NUM
		3	dā θè kī d̃nì one day and half NUM CLF CONJ NUM
		4	dā θé k̃d̃s? d̃hè? one day and half NUM CLF CONJ NUM
		5	t̃ θé ʃé? one day half NUM CLF NUM
GB1.10	two and a half days	1	t̃ ^h i nì k̃d̃s? t̃k̀lè? two day and half NUM CLF CONJ NUM
		2	t̃ ^h i θé kī d̃nì two day and half NUM CLF CONJ NUM
		3	t̃ ^h i θé kī d̃nì two day and half NUM CLF CONJ NUM
		4	t̃ ^h i θé k̃d̃s? t̃hè? two day and half NUM CLF CONJ NUM
		5	t̃ ^h i θé ʃé? two day half NUM CLF NUM

GB1.11	two and a half cups of water	1	tʰí	tʃi	kʰwè?	kī	tǝklé?
		water	two	CLF	and	half	
		GEN	NUM	CLF	CONJ	NUM	
		2	tʰí	tʃi	kʰwè?	kī	klámétʰà?
		water	two	CLF	and	half	
GEN	NUM	CLF	CONJ	NUM			
3	tʰí	tʃi	kʰwè?	kī	tǝklé?		
water	two	CLF	and	half			
GEN	NUM	CLF	CONJ	NUM			
4	tʰí	tʃi	kʰwè?	kīdɔ?	tǝklé?		
water	two	CLF	with	half			
GEN	NUM	CLF	CONJ	NUM			
5	tʰí	tʃi	kʰwè?	kī	tǝwè?		
water	two	CLF	and	half			
GEN	NUM	CLF	CONJ	NUM			
GB 2.1	three big houses	1	ʃi	dɔ	θó	mé	
		house	big	three	CLF		
		N	ADJ/V	NUM	CLF		
		2	hì	dɔ	θó	wá	
		house	big	three	CLF		
N	ADJ	NUM	CLF				
3	hì	dɔ	θó	wá			
house	big	three	CLF				
N	ADJ	NUM	CLF				
4	ʃi	ǝdɔ	θó	mé			
house	big	three	CLF				
N	ADJ	NUM	CLF				
5	ʃi	dɔ	θó	mé			
house	big	three	CLF				
N	ADJ	NUM	CLF				
GB 2.2	my three big houses	1	jǝ	ʃi	dɔ	θó	mé
		1S	house	big	three	CLF	
		PRN	N	ADJ	NUM	CLF	
2	jǝ	ʃi	dɔ	θó	mé		
1S	house	big	three	CLF			
PRN	N	ADJ	NUM	CLF			
3	jǝ	ʔé	hì	dɔ	θó	wá	
1S	POS	house	big	three	CLF		
PRN	POS	N	ADJ	NUM	CLF		

		4	jā	ʃi	dò	θó	wá			
			1S	house	big	three	CLF			
			PRN	N	ADJ	NUM	CLF			
		5	jā	ʃi	dò	θó	wá			
			1S	house	big	three	CLF			
			PRN	N	ADJ	NUM	CLF			
GB 2.3	my three big houses over there	1	jā	ʃi	dò	ʔò	mānò	θó	mé	
			1S	house	big	exit	overthere	three	CLF	
			PRN	N	ADJ	V	DEM	NUM	CLF	
		2	jā	ʔé	ʃi	dò	ʔò	ḃēnò	θó	wá
			1S	POS	house	big	exit	overthere	three	CLF
			PRN	POS	N	ADJ	V	DEM	NUM	CLF
		3	dó	nò	jā	ʃi	dò	θó	wá	
			to	there	1S	house	big	three	CLF	
			PREP	DEM	PRN	N	ADJ	NUM	CLF	
		4	jā	ʃi	dò	θó	wá	ḃēnò		
			1S	house	big	three	CLF	over there		
			PRN	N	ADJ	NUM	CLF	DEM		
		5	jā	ʃi	dò	θó	mé	ʔò	ḃénò	
			1S	house	big	three	CLF	exist	over there	
			PRN	N	ADJ	NUM	CLF	V	DEM	
GB 2.4	these three big houses of mine	1	jā	ʃi	dò	θó	mé	jó		
			1S	house	big	three	CLF	this/these		
			PRN	N	ADJ	NUM	CLF	DEM		
		2	hì	dò	θó	wá	mī	jā	ʔé	
			house	big	three	CLF	be	1S		POS
			N	ADJ	NUM	COP	PRN	POS		
		3	ājò	jā	ʃi	dò	θó	wá		
			this	1S	house	big	three	CLF		
			DEM	PRN	N	ADJ	NUM	CLF		
		4	jā	ʃi	dò	θó	wá	ʔòʔi		
			1S	house	big	three	CLF	this/these		
			PRN	N	ADJ	NUM	CLF	DEM		
		5	jā	ʃi	dò	θó	mé	mī	āḃlájó	
			1S	house	big	three	CLF	be	this/these	
			PRN	N	ADJV	NUM	CLF	COP	DEM	
GB 2.5	three big new houses	1	ʃi	dò	āθé	θó	mé			
			house	big	new	three	CLF			
			N	ADJ	ADJ	NUM	CLF			

		2	hì dō ɔ́θé θó wá house big new three CLF N ADJ ADJ NUM CLF
		3	hì ɔ́θé ɔ́dō θó wá house new big three CLF N ADJ ADJ NUM CLF
		4	ʃì dō ɔ́θé θó wá house big new three CLF N ADJ ADJ NUM CLF
		5	ʃì dō ɔ́θé θó mé house big new three CLF N ADJ ADJ NUM CLF
GB 3.1	the dog with a black tail	1	tʰwí dó ɔ́kámí ɔ́θípà? dog with tail black N CONJ N ADJ
		2	tʰwí t̄ɔ́ dó ɔ́kámí ɔ́θípà? dog one CLF tail black N NUM CLF N ADJ
		3	tʰwí ɔ́kámí dó ɔ́θípà? dog tail with black N N CONJ ADJ
		4	tʰwí dó ɔ́kámí ɔ́θípà?pi? dog with tail black N CONJ N ADJ
		5	tʰwí dó ɔ́kámí ɔ́θípà? dog with tail black N CONJ N ADJ
GB 3.2	the dog under the house	1	tʰwí dó ʃì l̄ɛ? dog from house under N PREP N LOCN
		2	tʰwí ʔɔ́ hì l̄ɛ? dog live house under N V N LOCN
		3	ʃì l̄ɛ tʰwí house under dog N LOCN N
		4	tʰwí dó ʔɔ́ ʃì l̄ɛ? dog which live house under N REL V N LOCN

		5	t ^h wì	dó	ʃì	lèʔ			
			dog	from	house	under			
			N	PREP	N	LOCN			
GB 3.3	the dog my friend gave me	1	t ^h wì	dó	jā	k ^h ógālò	ʔì	jè	
			dog	which	1S	friend	give	1S	
			N	REL	PRN	N	V	PRN	
		2	jā	θòʔ	dā	bwè	ʔì	jē	
			1S	friend	one	CLF	give	1S	
			PRN	N	NUM	CLF	V	PRN	
			t ^h wì	tā	dó				
			dog	one	CLF				
			N	NUM	CLF				
		3	t ^h wì	dó	jā	k ^h ó	ʔì	jè	
			dog	which	1S	friend	give	1S	
			N	REL	PRN	N	V	PRN	
		4	t ^h wì	dó	jā	k ^h ó	ʔì	jè	
			dog	which	1S	friend	give	1S	
			N	REL	PRN	N	V	PRN	
		5	t ^h wì	dó	jā	k ^h ó	ʔì	jè	
			dog	which	1S	friend	give	1S	
			N	REL	PRN	N	V	PRN	
GB 3.4	that dog with a black tail	1	t ^h wì	tā	dó	nó	əkámī	θípaʔ	
			dog	one	CLF	that	tail	black	
			N	NUM	CLF	DEM	N	ADJ	
		2	t ^h wì	tā	dó	nó	mī	əkámī	θípaʔ
	dog	one	CLF	that	be	tail	black		
	N	NUM	CLF	DEM	COP	N	ADJ		
		3	t ^h wì	nò	tā	dó	dó	əkámī	θípaʔ
			dog	that	one	CLF	which	tail	black
			N	DEM	NUM	CLF	REL	N	ADJ
		4	t ^h wì	ānò	tā	dó	nò		
			dog	that	one	CLF	this		
			N	DEM	NUM	CLF	DEM		
			əkámī	əθípaʔ					
			tail	black					
			N	ADJ					

		5	t ^h wì dog N	dó from PREP	nò there DEM	tā one NUM	dó CLF CLF	əkámī tail N	θípa? black ADJ	
GB.4.1	three of the six men	1	bjà person GEN	bwè CLF CLF	θáθó? six NUM	əklé among PREP	θó three NUM	wè CLF CLF		
		2	bjà person GEN	ʔð have V	əbwè CLF CLF	θáθó? six NUM	əklé among PREP	nù this DEM		
			bjà person GEN	θó three NUM	bwè CLF CLF					
		3	bjà person GEN	əbwè CLF CLF	θáθó? six NUM	əklé among PREP	θó three NUM	wè CLF CLF		
		4	bjà person GEN	əwè CLF CLF	θáθó? six NUM	əklé among PREP	θó three NUM	wè CLF CLF		
		5	bjà person GEN	bwè CLF CLF	θáθó? six NUM	əklé among PREP	θó three NUM	wè CLF CLF		
GB.4.2	three houses belonging to MgMg.	1	maðŋ Maung PROP	ʔé POS POS	ə 3S PRN	ʃi house N	θó three NUM	mé CLF CLF		
		2	maðŋ Maung PROP	ə 3S PRN	ʔé POS POS	hi house N	θó three NUM	wá CLF CLF		
		3	maðŋ Maung PROP	ə 3S PRN	ʃi house N	θó three NUM	wá CLF CLF			
		4	maðŋ Maung PROP	ʔé POS POS	ʃi house N	θó three NUM	wá CLF CLF			
		5	maðŋ Maung PROP	ə 3S PRN	ʃi house N	θó three NUM	mé CLF CLF			

GB.4.3	the house belonging to Captain MgMg	1	bjà k ^h ònè maùŋ ʔé ə ʃi person leader Maung POS 3S house GEN N PROP POS PRN N
		2	k ^h ɛpteiŋ maùŋ ʔé hi də wà Captain Maung POS house one CLF N PROP POS N NUM CLF
		3	k ^h ɛpteiŋ maùŋ ə hi Captain Maung 3S house N PROP PRN N
		4	maùŋ ə ʃi Maung 3S house PROP PRN N
		5	maùŋ ə ʃi Maung 3S house PROP PRN N
GB.4.4*	the house belonging to MgMg the village headman	1	dók ^h òp ^h ák ^h ò maùŋ ʔé ə ʃi chief-village Maung POS 3S house N-ELAB PROP POS PRN N
		2	wèprà maùŋ ʔé hi chief-village Maung POS house N PROP POS N
		3	dók ^h òdónè maùŋ ə hi chief-village Maung 3S house N-ELAB PROP PRN N
		4	dók ^h ò maùŋ ə ʃi village-chief Maung 3S house N PROP PRN N
		5	dók ^h òp ^h ák ^h ò maùŋ ə ʃi chief-village Maung POS house N-ELAB PROP POS N
GB.5.1	the headman of the village	1	dó k ^h ò p ^h á k ^h ò/ dó k ^h ò nè village chief village chief/ village head ear N N N N/ N N N
		2	dó k ^h ò p ^h á k ^h ò/ wèprà village chief village chief/ village chief N N N N/ N
		3	wèprà village chief N

		4	dó k ^h ò p ^h á k ^h ò village chief village chief N N N N
		5	dó k ^h ò p ^h á k ^h ò village chief village chief N N N N
GB.5.2	the father of MgMg	1	maùŋ ə pà? Maung 3S father PROP PRN N
		2	maùŋ ə pà? Maung 3S father PROP PRN N
		3	maùŋ ə pà? Maung 3S father PROP PRN N
		4	maùŋ ə pà? Maung 3S father PROP PRN N
		5	maùŋ ə pà? Maung 3S father PROP PRN N
GB.5.3	the tip of the arrow	1	mjá ə k ^h ó arrow 3S head/tip N PRN N
		2	blè?θé? ə kò?t ^h í arrow 3S head/tip N PRN N
		3	blè?θé? ə kò?t ^h íkò? arrow 3S head/tip N PRN N-ELAB
		4	blè? ə kò? arrow 3S head/tip N PRN N
		5	blè? ə kò? arrow 3S head/tip N PRN N
GB.5.4	the man from Mandalay	1	bjà dó mándōléí person from Mandalay GEN PREP PRN

		2	mándǎleí Mandalay 1S	p ^h ò? citizen N			
		3	bjà person GEN	dó from PREP	mándǎleí Mandalay PROP	nó this DEM	
		4	bjà person GEN		mándǎleí Mandalay PRN	p ^h ò? citizen N	
		5	bjà person GEN	dó from PREP	mándǎleí Mandalay PRN		
GB.6.1	I see the man	1	jǎ 1S PRN	sà ^h i see V	bjà person GEN	dǎ one NUM	bwè CLF CLF
		2	jǎ 1S PRN	sà ^h i see V	bjà person GEN	dǎ one NUM	wè CLF CLF
		3	jǎ 1S PRN	sà ^h i see V	bjà person GEN		
		4	jǎ 1S PRN	sà ^h i see V	bjà person GEN	dǎ one NUM	wè CLF CLF
		5	jǎ 1S PRN	sà ^h i see V	bjà person GEN	dǎ one NUM	wè CLF CLF
GB.6.2	I saw the man yesterday.	1	múdǎnì yesterday ADV	jǎ 1S PRN	sat ^h i see V	bjà person GEN	dǎ one NUM
		2	múhè?dǎnì yesterday ADV	jǎ 1S PRN	sat ^h i see V	bjà person GEN	dǎ one NUM
		3			bjà person GEN	dǎ one NUM	wè CLF CLF
			múhè?dǎnì yesterday ADV				
					nò this DEM	jǎ 1S PRN	sat ^h i see V
							sè? 3S PRN

		4	múhè?dāni yesterday ADV	jā 1S PRN	sat ^{hi} see V	bjà person GEN	dā one NUM	wè CLF	nò this DEM	
		5	múhè? yesterday ADV	jā 1S PRN	sat ^{hi} see V	bjà person GEN	dā one NUM	wè CLF		
GB.6.3	I will see the man tomorrow	1	mòbédāní Tomorrow ADV	jā 1S PRN	sà ^{hi} see V	bjà person GEN	dā one NUM	wè CLF		
		2	mòbédāní Tomorrow ADV	jā 1S PRN	sà ^{hi} see V	bjà person GEN	dā one NUM	wè CLF	no this DEM	
		3	mòbédāní Tomorrow ADV	jə 1S PRN	kā will AUX	sà ^{hi} see V				
			bjà person GEN	dā one NUM	bwè CLF	nò this DEM	lō ILL.F DECL			
		4	mòbédāní Tomorrow ADV	jə 1S PRN	kā will AUX	sà ^{hi} see V				
			bjà person GEN	dā one NUM	bwè CLF	nò FP				
		5	mòbédāní Tomorrow ADV	jə 1S PRN	kā will AUX	sà ^{hi} see V				
			bjà person GEN	dā one NUM	bwè CLF					
GB.6.4	I already saw the man.	1	jā 1S PRN	lè go V	sà ^{hi} see V	bjà person GEN	sé? 3S PRN	wát ^h ó ASP PRT?		
		2	jā 1S PRN	sà ^{hi} see V	wágé ASP PRT	bjà person GEN	dā one NUM	bwè CLF	nò FP	

		3	jā	sà ^h i	wágé	bjà	dā	bwè	nò	
			1S	see	ASP	person	one	CLF	FP	
			PRN	V	PRT	GEN	NUM	CLF	FP	
		4	jā	sà ^h i	bjà	dā	bwè	nò	wágé	
			1S	see	person	one	CLF	this	ASP	
			PRN	V	GEN	NUM	CLF	DEM	PRT	
		5	jā	sà ^h i	bjà	dā	bwè	nò	wágé	
			1S	see	person	one	CLF	this	ASP	
			PRN	V	GEN	NUM	CLF	DEM	PRT	
GB.6.5	I didn't see the man.	1	jā	tā	sà ^h i	bjà	sé?	nó?		
			1S	not	see	person	him	not		
			PRN	NEG	V	GEN	3S	NEG		
		2	jā	tā	sà ^h i	ḃè	bjà	dā	bwè	nó?
			1S	not	see	must	person	one	CLF	not
	PRN	NEG	V	AUX	GEN	NUM	CLF	NEG		
	3	jā	tā	sà ^h i	sè?	nó?				
			1S	not	see	3S	not			
			PRN	NEG	V	PRN	NEG			
		4	jā	tā	sà ^h i	bjà	dā	bwè	nò	nó?
			1S	not	see	person	one	CLF	this	not
			PRN	NEG	V	GEN	NUM	CLF	DEM	NEG
		5	jā	tā	sà ^h i	bjà	dā	bwè	nò	nó?
			1S	not	see	person	one	CLF	this	not
			PRN	NEG	V	GEN	NUM	CLF	DEM	NEG
GB.6.6*	I want to see the man.	1	θè?	sà ^h i	jè	bjà				
			want	see	1S	person/man				
			V	V	PRN	GEN				
		2	ḃθè?	sà ^h i	jè	bjà		dā	wè	nò
			want	see	1S	person/man	one	CLF	FP	
	V	V	PRN	GEN	NUM	CLF	FP			
	3	ḃθè?	sà ^h i	jè	bjà		dā	bwè	nò	
		want	see	1S	person/man	one	CLF	FP		
		V	V	PRN	GEN	NUM	CLF	FP		
		4	jə	θà?	kā	t ^h i	bjà	dā	bwè	nò
			1S	want	will	see	person	one	CLF	FP
			PRN	V	AUX	V	GEN	NUM	CLF	FP
		5	jə	θà?	sà ^h i	bjà		dā	wè	nò
			1S	want	see	person/man	one	CLF	FP	
			PRN	V	V	GEN	NUM	CLF	FP	

GB.6.7	I am seeing the man.	1	jā	ɓè	sà ^h i	bjà				
		1S	have.to	see	person/man					
		PRN	AUX	V	GEN					
		2	jā	sà ^h i	θè?	bjà	dā	bwè	nò	nè
		1S	see	can	person	one	CLF	this	ILL.F	
PRN	V	AUX	GEN	NUM	CLF	DEM	DEC			
3	jā	sà ^h i	bjà	dā	bwè	nò/				
	1S	see	person	one	CLF	FP/				
PRN	V	GEN	NUM	CLF	FP/					
	jā	kā	ɓè	sà ^h i	bjà	dā	bwè	nò		
1S	will	have.to	see	person	one	CLF	FP			
PRN	AUX	V	V	GEN	NUM	CLF	FP			
4	jā	sà ^h i	bjà		dā	bwè	nò			
1S	see	person/man	one	CLF	FP					
PRN	V	GEN	NUM	CLF	FP					
5	jā	sà ^h i	bjà		dā	wè	nò			
1S	see	person/man	one	CLF	FP					
PRN	V	N	NUM	CLF	FP					
GB6.8	I haven't ever seen the man.	1	jā	tā	sà ^h i	bú	sè?	tàk ^h átāplà?	nó?	
		1S	not	see	ever	3S	never	not		
		PRN	NEG	V	ADV	PRN	ADV	NEG		
		2	jā	tā	sà ^h i	ɓè	bjā	dā	bwè	
1S	not	see	have.to	person	one	CLF				
PRN	NEG	V	AUX	GEN	NUM	CLF				
tá	plá	tā	plà?	nó?						
one	time	one	time	not						
NUM	CLF	NUM	CLF	NEG						
3	jā	tā	sà ^h i	bú	sè?	tàk ^h átāplà?	nò?			
1S	not	see	ever	3S	never	not				
PRN	NEG	V	ADV	PRN	NUM	NEG				
4	jā	tā	sà ^h i	bú						
1S	not	see	ever							
PRN	NEG	V	ADV							
bjà	dā	bwè	nò	tā	plá	nó?				
person	one	CLF	this	one	time	not				
GEN	NUM	CLF	DEM	NUM	CLF	NEG				

		5	jā tā sà ^h i bú bjà ānò 1S not see ever person that PRN NEG V ADV GEN DEM dā bwè nò tā plá nó? one CLF this one time not NUM CLF DEM NUM CLF NEG
GB6.9	I am able to see the man.	1	jā sà ^h i sà wè? sè? 1S see able PRT 3S PRN V AUX PRT PRN
		2	jā sà ^h i sàwè? sè? 1S see able 3S PRN V AUX PRN
		3	jā sà ^h i zà bjà dā bwè nò 1S see able person one CLF FP PRN V AUX GEN NUM CLF FP
		4	jā sà ^h i zà wè? bjà dā bwè nò 1S see able PRT person one CLF this PRN V AUX PRT GEN NUM CLF DEM
		5	jā sà ^h i zàwè? bjà dā bwè nò lā 1S see able person one CLF this ILL PRN V AUX GEN NUM CLF DEM DEC
GB.7.1	I am walking slowly.	1	jā hè? tārò? tārò? lā 1S walk slowly slowly ILL.F PRN V ADV ADV DECL
		2	jā hè? θādó θādó lā 1S walk slowly slowly ILL.F PRN V ADV ADV DECL
		3	jā hè? θādó θādó 1S walk slowly slowly PRN V ADV ADV
		4	jā hè? θārò? θārò? lā 1S walk slowly slowly ILL.F PRN V ADV ADV DECL
		5	jā hè? θārò? θārò? lā 1S walk slowly slowly ILL.F PRN V ADV ADV DECL
GB.7.2	I am walking quickly	1	jā hè? plà plá 1S walk quickly quickly PRN V ADV ADV

		2	ājò	jā	hè?	plá	gέ	
			here	1S	walk	slowly	ASP	
			ADV	PRN	V	ADV	PRT	
		3	jā	hè?	dó	āplá	lō	
			1S	walk	with	slowly	ILL.F	
			PRT	V	PREP	ADV	DECL	
		4	jā	hè?	plà	plá		
			1S	walk	quickly	quickly		
			PRT	V	ADV	ADV		
		5	jā	hè?	plà	plá	lō	
			1S	walk	quickly	quick	ILL.F	
			PRN	V	ADV	ADV	DECL	
GB.7.3	I am walking very quickly.	1	jā	hè?	plá	ǰó?		
			1S	walk	quickly	very		
			PRN	V	ADV	ADJ		
		2	jā	hè?	plá	s ^h ó?	gέ	
			1S	walk	quickly	very	ASP	
			PRN	V	ADV	ADJ	PRT	
		3	jā	hè?	āplá-gōdú		lō	
			1S	walk	quick-est		ILL.F	
			PRN	V	ADJ-SUF		DECL	
		4	jā	hè?	plát ^h à?	dōwé	lō	
			1S	walk	PRT	quite	ILL.F	
			PRN	V	PRT	ADV	DECL	
		5	jā	hè?	plá	dōwé	lō	
			I	walk	quickly	quite	ILL.F	
			1S	V	ADV	ADV	DECL	
GB.7.4	I am walking very quickly indeed.	1	jā	hè?	plà	plá	dōwé	lō
			1S	walk	quickly	quickly	quite	ILL.F
			PRN	V	ADV	ADV	ADV	DECL
		2	jā	hè?	plá	s ^h ó?	θébwé	gέ
			1S	walk	quickly	very	indeed	ASP
			PRN	V	ADV	ADV	ADV	PRT
		3	jā	hè?	āplá-gōdú		θébwé	lō
			1S	walk	quick-est		indeed	ILL.F
			PRN	V	ADJ-SUF		ADV	DECL
		4	jā	hè?	plà	plá	āθébwé	wè?
			1S	walk	quickly	quickly	indeed	PRT
			PRN	V	ADV	ADV	ADV	PRT

		5	jā hɛ̀? plá plá θóbwè l̩
			1S walk quickly quickly indeed ILL.F
			PRN V ADV ADV ADV DECL
GB.8.1	It is raining.	1	ẃ̩é zú
			rain fall
			N V
		2	ẃ̩é zú gé
			rain fall ASP
			N V PRT
		3	ẃ̩é zú
			rain fall
			N V
		4	ẃ̩é zú/ ẃ̩é lá
			rain fall/ rain fall
			N V N V
		5	ẃ̩ɛ̀? zú
			rain fall
			N V
GB.8.2	He stood up.	1	sā wɛ̀tʰò?
			3S stand.up
			PRN V
		2	sā wɛ̀tʰò? ʔò mó
			3S stand.up live PRT
			PRN V V PRT
		3	sā wɛ̀ʃótʰò?
			3S stand up
			PRN V
		4	sā wɛ̀sátʰò?
			3S stand.up
			PRN V
		5	sā wɛ̀sátʰò?
			3S stand.up
			PRN V
GB.8.3	He hit the man.	1	sā dɛ̀ bjà
			3S hit man
			PRN V N
		2	sā dɛ̀ bjà dā bwè nō
			3S hit man one CLF FP
			PRN V N NUM CLF FP

		3	sā	dè	bjà	dā	bwè	nō	
			3S	hit	man	one	CLF	FP	
			PRN	V	N	NUM	CLF	FP	
		4	sā	dè	bjà	dā	bwè	nō	
			3S	hit	man	one	CLF	FP	
			PRN	V	N	NUM	CLF	FP	
		5	sā	dè	bjà	dā	wè	nō	
			3S	hit	man	one	CLF	FP	
			PRN	V	N	NUM	CLF	FP	
GB8.4	He gave an arrow to the man.	1	sā	ʔì	blè	tā	ḃó	dó	
			3S	give	arrow	one	CLF	to	
			PRN	V	N	NUM	CLF	PREP	
			bjà	dā	bwè				
			man	one	CLF				
			N	NUM	CLF				
		2	mónó	sā	ʔì	bjà	dā	bwè	nò
			PRT	3S	give	man	one	CLF	this
			PRT	PRN	V	N	NUM	CLF	DEM
			blè	θèʔ	tā	ḃó			
			arrow	PRT	one	CLF			
			N	PRT	NUM	CLF			
		3	sā	blè	tā	ḃó	nó	sā	ʔì
			3S	give	one	CLF	this	1S	give
			PRN	V	NUM	CLF	DEM	PRN	V
			gé	bjà	dā	bwè			
			return	man	one	CLF			
			V	N	NUM	CLF			
		4	sā	ʔì	blè	tā	dé	dó	
			3S	give	arrow	one	CLF	to	
			PRN	NUM	CLF	PREP	CLF	PREP	
			bjà	dā	bwè	nò			
			man	one	CLF	FP			
			N	NUM	CLF	FP			
		5	sā	ʔì	blè	bjà	dā	wè	nò
			3S	give	arrow	person	one	CLF	FP
			PRN	V	N	GEN	NUM	CLF	FP

GB 9.1	He is going home.	1	sā	gé	ʃì				
			3S	return	home				
			PRN	V	N				
		2	sā	gé	gé	sā	ʃì		
			3S	return	back	3S	house		
	PRN	V	V	PRN	N				
GB 9.2	He is in Yangon.	1	sā	ʔò	dó	jàngòŋ			
			3S	live	in	Yangon			
			PRN	V	PREP	PROP			
		2	sā	ʔò	dó	jàngòŋ			
			3S	live	in	Yangon			
	PRN	V	PREP	PROP					
GB 9.3	He went to Mandalay.	1	sā	lè	dó	máŋdǎleí			
			3S	go	to	Mandalay			
			PRN	V	PREP	PROP			
		2	sā	tʰà	dó	máŋdǎleí	nō		
			3S	ascend	to	Mandalay	FP		
	PRN	V	PREP	PROP	FP				
GB 9.3	He went to Mandalay.	3	sā	tʰà	dó	máŋdǎleí	nō		
			3S	ascend	to	Mandalay	FP		
			PRN	V	PREP	PROP	FP		

		4	sā	lè	t ^h à	dó	máŋdǎleí			
			3S	go	ascend	to	Mandalay			
			PRN	V	V	PREP	PROP			
		5	sā	lè	dó	máŋdǎleí	nō			
			3S	go	to	Mandalay	FP			
			PRN	V	PREP	PROP	FP			
GB 9.4	He took the child to Mandalay.	1	sā	lèjò	písǎp ^h ò	dó	máŋdǎleí			
			3S	take	child	to	Mandalay			
			PRN	V	N	PREP	PROP			
		2	sā	t ^h à	jòʔi	písǎp ^h ò	dó	máŋdǎleí		
			3S	ascend	take	child	to	Mandalay		
		PRN	V	V	N	PREP	PROP			
		3	sā	lèjòʔi	ǎpísǎp ^h ò	dó	máŋdǎleí	nò		
			3S	go-take	child	to	Mandalay	FP		
			PRN	V	N	PREP	N	FP		
		4	sā	lèjò	gè	písǎp ^h ò	dó	máŋdǎleí	nō	
			3S	take	back	child	to	Mandalay	FP	
			PROP	V	V	N	PREP	PROP	FP	
		5	sā	lèjò	písǎp ^h ò	tó	máŋdǎleí			
			3S	take	child	to	Mandalay			
			PROP	V	N	PREP	PROP			
GB 9.5	He is still in Mandalay.	1	sā	ʔò	wè	dó	máŋdǎlé			
			3S	live	still	in	Mandalay			
			PROP	V	ASP	PREP	PROP			
		2	sā	ʔò	wè	dó	máŋdǎleí	ǎé	nò	
			3S	live	still	in	Mandalay	there	FP	
		PRN	V	ASP	PREP	PROP	DEM	FP		
		3	sā	ʔò	wè	máŋdǎleí				
			3S	live	still	Mandalay				
			PRN	V	ASP	PROP				
		4	sā	ʔò	dó	máŋdǎleí	nò	lǎ		
			3S	live	still	Mandalay	this	ILL.F		
			PRN	V	ASP	PROP	DEM	DECL		
		5	sā	ʔò	wè	ǎé	máŋdǎle			
			3S	live	still	in	Mandalay			
			PRN	V	ASP	PREP	PROP			
GB 9.6	He will probably go to Yangon.	1	ǎètǎbè	sā	là	dó	yàŋgòŋ			
			probably	3S	go	to	Yangon			
			ADV	PRN	V	PREP	PROP			

		2	sā là pò dó yàngòŋ mō 3S go PRT to Yangon ILL.F PRN V PRT PREP PROP IMP
		3	ḃètāḃèḅnò sā là wè yàngòŋ mō probably 3S go PRT Yangon ILL.F ADV PRN V PRT PROP IMP
		4	ḃètāḃèḅnò sā lè tʰà dó jàngòŋ probably 3S go ascend to Yangon ADV PRN V V PREP PROP
		5	ḃètāḃèḅè sā lè dó jàngòŋ nò probably 3S go to Yangon FP ADV PRN V PREP PROP FP
GB 10.1	He is talking.	1	sā jìb'é? 3S talk PRN V
		2	sā jìb'é? 3S talk PRN V
		3	sā jìb'é? 3S talk PRN V
		4	sā jìb'é? 3S talk PRN V
		5	sā jìb'é? dè 3S talk thing PRN V N
GB 10.2	He said that the man went to Yangon.	1	sā dḃ dḃ bjà dḃ wè gḃ lā 3S say PRT man one CLF will go PRN V PRT N NUM CLF AUX V dó jàngòŋ to Yangon PREP PROP
		2	bjà dḃ wè gḃ lā dó jàngòŋ nò man one CLF will go to Yangon this N NUM CLF AUX V PREP PROP DEM sā dḃ mó dḃ 3S say PRT PRT PRN V PRT PRT

		3	sā	dō	dō	bjà	dā	wè		
		3S	say	PRT	man	one	CLF			
		PRN	V	PRT	N	NUM	CLF			
			lā	jàngòŋ						
			go	Yangon						
			V	PROP						
		4	sā	dō	dō	bjà	dā	wè	sā	lè
			3S	say	PRT	man	one	CLF	3S	go
			PRN	V	PRT	N	NUM	CLF	PRN	V
			lā	dó	jàngòŋ	nò				
			descendto		Yangon	FP				
			V	PREP	PROP	FP				
		5	sā	dō	tò	bjà	dā	wè	sā	lè
			3S	say	PRT	man	one	CLF	3S	go
			PRN	V	PRT	N	NUM	CLF	PRN	V
			lā	tó	jàngòŋ	no				
			descendto		N	FP				
			V	PREP	N	FP				
GB 10.3	He told me that the man went.	1	sā	dō	jè	dó	bjà	dā	wè	lē
		3S	tell	1S	that	man	one	CLF	go	
		PRN	V	PRN	REL	N	NUM	CLF	V	
		2	sā	lè	mó	dó	nò			
			3S	go	PRT	to	this			
			PRN	V	PRT	PREP	DEM			
			sà	dós ^{hà}	jè	dò				
			3S	tell	1S	PRT				
			PRN	V	PRN	PRT				
		3	sā	dōjā	jè	dó	bjà	dā	bwè	lē
			3S	tell	1S	that	man	one	CLF	go
			PRN	V	PRN	REL	N	NUM	CLF	V
		4	sā	dō	jè	dó				
			3S	tell	1S	that				
			PRN	V	PRN	REL				
			bjà	dā	wè	nò	lē			
			man	one	CLF	this	go			
			N	NUM	CLF	DEM	V			

		5	sā dō jè bjà dā wè lē 3S tell 1S man one CLF go PRN V PRN N NUM CLF V
GB 11.1	There are trees in Yangon.	1	dó jàngòŋ θò? ?ò wè? in Yangon tree have PRT PREP PROP N V PRT
		2	jàngòŋ nè θò? mù ?ò Yangon this tree CLF have PROP DEM N CLF V
		3	jàngòŋ θò? ?ò kè lō Yangon tree exist many ILL.F PROP N V ADJ DECL
		4	jàngòŋ nò θò? əmù ?ò ké lō Yangon this tree CLF exist many ILL.F PROP DEM N CLF V ADJ DECL
		5	jàngòŋ θò? dālà ?ò lō. Yangon tree QNT exist ILL.F PROP N many V DECL
GB 11.2	He has many friends.	1	sā ?ò kīdō? sā k ^h ógòlò ?òké lō 3S have and 3S friend many ILL.F PRN V CONJ PRN N ADJ DECL
		2	sā k ^h ósəθò? ?ò ké lō 3S friends have many ILL.F PRN N V ADJ DECL
		3	sā ?ò dō? sā k ^h ó ?é bwé lō 3S have and 3S friend many CLF ILL.F PRN V CONJ PRN N ADJ CLF DECL
		4	sè ?ò kī sā k ^h ógòlò ?òké?òkà? 3S have and 3S friend many PRN V CONJ PRN- N ADJ-ELAB
		5	sè ?ò kīdō? sāk ^h ósək ^h é ?ò ké lō 3S have and 3S-friend friend many ILL.F PRN V CONJ PRN-N N ADJ DECL
GB 11.3	They named him MgMg.	1	sā jò ləwà ə mì dó maòŋ 3P call PRT 3S name PRT Maung PRN V PRT PRN N PRT PROP
		2	sətə̀sò? jò sè sā mì mī maòŋ 3P call 3S 3S name be Maung PRN V PRN PRN N COP PROP

		3	sətəsòʔ	sə	jò	ləwà	ə	mì	đó	maùŋ
			3P	1S	call	PRT	3S	name	PRT	Maung
			PRN	PRN	V	PRT	PRN	N	PRT	PROP
		4	sə	ʔì	sə	mì	đó	maùŋ		
			3P	give	3S	name	PRT	Maung		
			PRN	V	PRN	N	PRT	PROP		
		5	sə	jò	nì	ləwà	mì	đó	maùŋ	
			3P	call	PRT	PRT	name	PRT	Maung	
			PRN	V	PRT	PRT	N	PRT	PROP	
GB 11.4	He is Maung.	1	sè	mī	maùŋ	lə				
			3S	be	Maung	ILL.F				
			PRN	COP	PROP	DECL				
		2	sè	mí	mī	maùŋ	lə			
			3S	name	be	Maung	ILL.F			
			PRN	N	COP	PROP	DECL			
		3	sə	mī	maùŋ	lə				
			3S	be	Maung	ILL.F				
			PRN	COP	PROP	DECL				
		4	sə	mī	maùŋ	lə				
			3S	be	Maung	ILL.F				
			PRN	COP	PROP	DECL				
		5	sè	mī	maùŋ	lə				
			3S	be	Maung	ILL.F				
			PRN	COP	PROP	DECL				
GB 11.5	He is the village headman.	1	sə	mī	đóp ^h ák ^h ònè					
			3S	be	chief-village					
			PRN	COP	N-ELAB					
		2	sè	mī	wèprà	də	bwè			
			3S	be	chief-village	one	CLF			
			PRN	COP	N	NUM	CLF			
		3	sə	mī	đók ^h òđónè	lə				
			3S	be	chief-village	ILL.F				
			PRN	COP	N-ELAB	DECL				
		4	sə	mī	đók ^h ò	lə				
			3S	be	village-chief	ILL.F				
			PRN	COP	N	DECL				
		5	sə	mī	đók ^h òp ^h ák ^h ò	lə				
			3S	be	chief-village	ILL.F				
			PRN	COP	N-ELAB	DECL				

GB 11.6	They chose him to be the village headman.	1	bjà	rwé	t ^h à	sè	dóp ^h áǎk ^h onè				
		person	choose	ascend	3S	village-chief					
		GEN	V	V	PRN	N-ELAB					
		2	sè?	tǎsò?	dóbúp ^h ò?	tǎsò?					
		3P	QNT	villagers	QNT						
PRN	some	N	some								
		rō	t ^h á?	sé?	wèprà						
choose	ascend	3S	village-chief								
V	V	PRN	N								
3	bjà	rō	t ^h á?	sè	dó	sè	mī				
person	choose	ascend	3S	who	3S	be					
GEN	V	V	PRN	REL	PRN	COP					
	kā	ǎè	dók ^h òdónè	lǎ							
will	have.to	village-chief	ILL.F								
AUX	AUX	N-ELAB	DECL								
4	bjà	dǎlà	nò	sǎ	jwé	t ^h á?					
person	QNT	this	3P	choose	ascend						
GEN	many	DEM	PRN	V	V						
	bjà	dǎ	bwè	dó	dók ^h ò						
man	one	CLF	who	Village-chief							
N	NUM	CLF	REL	N							
5	bjā	jwé	t ^h á?	sè	dó						
person	choose	ascend	3S	who							
GEN	V	V	PRN	REL							
	kā	ké	t ^h à	dóbúp ^h ò?	ǎk ^h òǎnè	lǎ					
will	become	ascend	villagers	chief	ILL.F						
AUX	V	V	N	N-ELAB	DECL						
GB 12.1	It's hot today.	1	k ^h ú	dǎ	ní	dà	gò.				
		this	one	day	thing	hot					
		DEM	NUM	CLF	N	ADJ					
		2	k ^h ú	dǎ	ní	dè	gò.				
		this	one	day	thing	hot					
		DEM	NUM	CLF	N	ADJ					
		3	k ^h ú	dǎ	ní	dè	gò.				
		this	one	day	thing	hot					
		DEM	NUM	CLF	N	ADJ					

		4	k ^h ú dā ní dè gò. this one day thing hot DEM NUM CLF N ADJ
		5	k ^h ú dāní jò dè gò. this one this thing hot DEM NUM DEM N ADJ
GB 12.2	He is sleeping in the house.	1	sā s ^h ōmí dó ʃi bū 3S sleep at house in PRN V PREP N LOCN
		2	sā s ^h ōmí dó hì bū nò 3S sleep at house in FP PRN V PREP N LOCN FP
		3	sā s ^h ōmí dó ʃi bū 3S sleep at house in PRN V PREP N LOCN
		4	sā s ^h ōmí dó ʃi bū nò 3S sleep at house in FP PRN V PREP N LOCN FP
		5	sā s ^h ōmí tó ʃi bū 3S sleep at house in PRN V PREP N LOCN
GB 12.3	He happy.	1	sā θàʔgōnàʔi 3S happy PRN ADJ
		2	sā θáʔlòθàʔláʔi 3S happy PRN ADJ-ELAB
		3	sā θàʔgōnàʔi sèʔ lō 3S happy 3S ILL.F PRN ADJ PRN DECL
		4	θàʔgōnàʔi sèʔ ʔé happy 3S POS ADJ PRN POS
		5	θàʔgōnàʔi sèʔ happy 3S ADJ PRN
GB 12.4	MgMg is taller than Zaw.	1	maòŋ t ^h ó-dǒlí zò Maung tall-er Zaw PROP ADJ-SUF PROP

		2	maùŋ tʰó-dǎlí zò Maung tall-er Zaw PROP ADJ-SUF PROP
		3	maùŋ tʰó-dǎlí zò Maung tall-er Zaw PROP ADJ-SUF PROP
		4	maùŋ tʰó-dǎlí zò Maung tall-er Zaw PROP ADJ-SUF PROP
		5	maùŋ tʰó-dǎlí zò Maung tall-er Zaw PROP ADJ-SUF PROP
GB 12.5	MgMg is the tallest in the village.	1	dó dó bú nò maùŋ tʰó-gǎdù lǝ at village in this Maung tall-est ILL.F PREP N LOCN DEM PROP ADJ-SUF DECL
		2	dó bú nò maùŋ tʰó-gǎdù lǝ village in this Maung tall-est ILL.F N LOCN DEM PROP ADJ-SUF DECL
		3	maùŋ mī bjà ǎtʰó-gǎdù dó Maung be person tall-est at N COP GEN ADJ-SUF PREP dó ǎbú lǝ village in ILL.F N LOCN DECL
		4	maùŋ mī bjà dǎ bwè dó Maung be person one CLF who PROP COP GEN NUM CLF REL ǎtʰó-gǎdù dó bú lǝ tall-est village in ILL.F ADJ-SUF N LOCN DECL
		5	maùŋ nò dó bú sǎ tʰó-gǎdù lǝ Maung this village in 3S tall-est ILL.F PROP DEM N LOC PRN ADJ-SUF DECL
GB 12.6	He looks tall to me.	1	jǎ sà sè? sǎ tʰó 1S think 3S 3S tall PRN V PRN PRN ADJ
		2	jǎ sà sè? sǎ tʰó 1S think 3S 3S tall PRN V PRN PRN ADJ

		3	jā	sà	wè	sê?	sā	t ^h ájī	
			1S	think	PRT	3S	3S	tall	
			PRN	V	PRT	PRN	PRN	ADJ	
		4	jā	sà	sê?	nò	sā	t ^h ó	lā
			1S	think	PRT	3S	3S	tall	ILL.F
			PRN	V	PRT	PRN	PRN	ADJ	DECL
		5	jā	sà	nò	sā	t ^h ó		
			1S	think	this	3S	tall		
			PRN	V	DEM	PRN	ADJ		
GB 13.1	There are six of them.	1	sā	ʔò	bwé	θáθò?			
			3P	have	CLF	six			
			PRN	V	CLF	NUM			
		2	sā	ʔò	ābwé	θáθò?			
			3P	have	CLF	six			
			PRN	V	CLF	NUM			
		3	sā	ʔò	ābwé	θáθò?			
			3P	have	CLF	six			
			PRN	V	CLF	NUM			
		4	sā	ʔò	āwé	θáθò?	lò		
			3P	have	CLF	six	ILL.F		
			PRN	V	CLF	NUM	DECL		
		5	sā	ʔò	āwé	θáθò?			
			3P	have	CLF	six			
			PRN	V	CLF	NUM			
GB 13.2	The book cost twenty kyat.	1	sé?	ābwè	ládè	t ^h ik ^h é			
			book	price	cost	twenty			
			N	N	V	NUM			
		2	sé?	tā	ḃé?	ābwè	mò	ʔò	
			book	one	CLF	price	PRT	have	
			N	NIM	CLF	N	PRT	V	
			ādzà?	džik ^h é					
			Kyat	twenty					
			CLF	NUM					
		3	sé?	ābwé	mī	džik ^h é			
			book	price	be	twenty			
			N	N	COP	NUM			
		4	sé?	ābwé	nò	džik ^h é			
			book	price	this	twenty			
			N	N	DEM	NUM			

		5	sé? əbwè mī dzìk ^h é book price be twenty N N COP NUM
GB 13.3	The shoes cost twenty kyat more than the book.	1	k ^h ǎʔtǎk ^h ɔ̃ əbwé dzìk ^h é shoes price twenty N N NUM əbwé ʃòʔ-dòlí sé? əbwé price much-er book cost N ADJ-SUF N N
		2	k ^h ǎʔtǎk ^h ɔ̃ t̃ə k ^h ò əbwé ʔò ɣá dzìk ^h é shoes one CLF price have PRT twenty N NUM CLF N V PRT NUM əbwé d̃ò-dòlí sé? t̃ə ʃè ñò price big-er book one CLF FP N ADJ-SUF N N NUM FP
		3	k ^h ǎʔtǎk ^h ɔ̃ əbwé ládèʔ dzìk ^h é kī shoes price cost twenty and N N V NUM CONJ ʔòʔé-dòlé sé? əbwé l̃ə much-er book price ILL.F ADJ-SUF N N DECL
		4	k ^h ǎʔtǎk ^h ɔ̃ ñò t̃ʰìk ^h é shoes this twenty N DEM NUM əʔòkè-dòlí sé? əbwé much-er book price ADJ-SUF N N
		5	k ^h ǎʔtǎk ^h ɔ̃ əbwé mī dzìk ^h é shoes price be twenty N N COP NUM əbwé ʔòʔé-dòlí sé? əbwé price much-er book price N ADJ-SUF N N
GB 13.4	He is two metres tall.	1	s̃ə t̃ ^h ó dzì mítà 3S tall two meter PRN ADJ NUM CLF

		2	sā	t ^h ó	gì	mìtā		
			3S	tall	two	meter		
			PRN	ADJ	NUM	CLF		
		3	sā	t ^h á	jì	dzì	mìtā	
			3S	tall	PRT	two	meter	
			PRN	ADJ	PRT	NUM	CLF	
		4	sā	t ^h ó	jì	dzì	mìtā	
			3S	tall	PRT	two	meter	
			PRN	ADJ	PRT	NUM	CLF	
		5	sā	t ^h ó		dzì	mìtā	
			3S	tall		two	meter	
			PRN	ADJ		NUM	CLF	
GB 14.1	I made MgMg hit Zaw.	1	jā	θā́dó	maùŋ	dè	zò	
			1S	made	Maung	hit	Zaw	
			PRN	V	PROP	V	PROP	
		2	jā	θā́dó	maùŋ	lè	dè?	zò
			1S	made	Maung	go	hit	Zaw
			PRN	V	PROP	V	V	PROP
		3	jā	nà?dè?	maùŋ	dó	zò	
			1S	made	Maung	hit	Zaw	
			PRN	V	PROP	V	PROP	
		4	jā	nà?dè?	maùŋ	dó	zò	
			1S	made	Maung	hit	Zaw	
			PRN	V	PROP	V	PROP	
		5	jā	ná?	maùŋ	dè?	zò	
			1S	made	Maung	hit	Zaw	
			PRN	V	PROP	V	PROP	
GB 14.2	Mg was hit by Zaw	1	zò	dè	maùŋ			
			Zaw	hit	Maung			
			PROP	V	PROP			
		2	zò	dè	maùŋ			
			Zaw	hit	Maung			
			PROP	V	PROP			
		3	zò	dè	maùŋ			
			Zaw	hit	Maung			
			PROP	V	PROP			
		4	zò	dè	maùŋ			
			Zaw	hit	Maung			
			PROP	V	PROP			

		5	maùŋ ɓèdè dè sè dó zò Maung have-to hit 3S by Zaw PROP AUX V PRN CONJ PROP
GB 14.3	I gave MgMg a book for his father.	1	jā ʔi maùŋ séʔ dó sã pàʔ ǎnikʰí 1S give Maung book to 3S father for PRN V PROP N PREP PRN N BENF
		2	jā ʔi maùŋ sã pàʔ ǎnitʰí 1S give Maung 3S father for PRN V PROP PRN N BENF séʔ tã ɓè book one CLF N NUM CLF
		3	jā ʔi maùŋ séʔ dó sã pàʔ ǎnikʰí 1S give Maung book for 3S father for PRN V PROP N PREP PRN N BENF
		4	jā ʔi là maùŋ séʔ dó 1S give down PROP book for PRN V V N N PREP sã pàʔ ǎnitʰí 3S father for PRN N BENF
		5	jā ʔi maùŋ séʔ dó sã pàʔ ǎnitʰí 1S give Maung book for 3S father for PRN V PROP N PREP PRN N BENF
GB 14.4	I hit myself.	1	jā dè gè jǎnè 1S hit back myself PRN V V REFLX
		2	jā dè gè jǎnè ɓísèʔ 1S hit back myself body PRN V V REFLX N
		3	jā dè là gè jǎnè 1S hit down back myself PRN V V V REFLX
		4	jā dè là gè jǎnè 1S hit down back myself PRN V V V REFLX
		5	jā dè là gè jǎnè 1S hit down back myself PRN V V V REFLX

GB 14.5	MgMg and I hit each other.	1	jè	kī	maùŋ	làdè	lōwà				
		1S	and	Maung	hit	each.other					
		PRN	CONJ	PROP	V	RECP					
		2	jè	kī	maùŋ	wà	làdè	l̥é?	lōwà		
		1S	and	Maung	PRT	hit	PRT	each-other			
PRN	CONJ	PROP	PRT	V	PRT	RECP					
3	jè	kī	maùŋ	gè	dè	l̥é?	lōwà				
	1S	and	Maung	back	hit	PRT	each-other				
		PRN	CONJ	PROP	V	V	PRT	RECP			
		dā	bwè	gè	dā	bwè					
		one	CLF	and	one-	CLF					
		NUM	CLF	CONJ	NUM	CLF					
4	jè	kīdʒ?	maùŋ	gè	làdè	l̥é?	lōwà				
	1S	and	Maung	back	hit	PRT	each.other				
		PRN	CONJ	PROP	V	V	PRT	RECP			
5	jè	kīdʒ?	maùŋ	gè	làmə?	ḃé	lōwà				
	1S	and	Maung	back	hit	have.to	each.other				
		PRN	CONJ	PROP	back	V	V	RECP			
GB 15.1	MgMg went first to his field then he went home.	1	maùŋ	lè	ʔúfù	lè	bù	wá			
			Maung	go	first	field	in	then			
				PRN	V	ADV	N	LOCN	CONJ		
		sā	gè	dó	ʃi						
		3S	go	to	home						
				PRN	V	PREP	N				
		2	maùŋ	lè	ʔúfù	wá	dó	lè	bú		
			Maung	go	first	then	and	field	in		
				PRN	V	ADV	CONJ	CONJ	N	LOCN	
nù	dʒ?	sā	gè	kʰó	dó	ʃi	bù				
this	and	3S	return	PRT	to	house	in				
		DEM	CONJ	PRN	V	PRT	PREP	N	LOCN		
3	maùŋ	lè	ʔúfù	dó	lè	bù					
	Maung	go	first	to	field	in					
		PROP	V	ADV	PREP	N	POST				
wá	sā	gè	dó	hì	lō						
then	3S	return	to	house	in						
		CONJ	PRN	V	PREP	N	LOCN				

		4	màɔŋ lè ʔúfù lè bù ɣá Maung go first field in then PROP V ADV N POST CONJ	sā gè kʰɔ́ dɔ́ ʃi nō 3S go PRT to house in PRN V PRT PREP N LOCN
		5	màɔŋ lè ʔúfù dɔ́ hùklé bù ɣá Maung go first to field in then PROP V ADV PREP N LOCN CONJ	sā gè dɔ́ ʃi bù lɔ́ 3S return to house in ILL.F PRN V PREP N LOCN DECL
GB15.2	[If MgMg goes to the forest he will shoot a deer.] If MgMg goes to the field he will pick corn.	1	màɔŋ gā lè mīlèklé nù Maung will go forest this N AUX V N DEM	sā kʰéʔ nì kʰòʔ lɔ́ 3S shoot get deer ILL.F PRN v V N DECL
		2	màɔŋ gā lè dómīlèklé Maung will go forest PROP AUX V N	nù dò sā kʰéʔ nì təpwèʔ jòkʰí this and 3S shoot get PRT deer DEM CONJ PRN V V PRT N
		3	màɔŋ gā lè mémè kā kà mīlèklé nò Maung will go if will shoot forest this PROP AUX V CONJ AUX V N DEM	sā kʰè kʰò tā dɔ́ 3S shoot deer one CLF PRN V N NUM CLF

		4	maùŋ gā lé dó mīlèklé nò gàdò? Maung will go to forest this PRT PROP AUX V PREP N DEM PRT sā khéŋ nì khò tā dó lā 3S shoot get deer one CLF ILL.F PRN V V N NUM CLF DECL
		5	maùŋ gā lè ?úfù mīlèklé nò Maung will go first forest this PROP AUX V ADV N DEM sā kā khéŋ nì khò lā 3S will shoot get deer ILL.F PRN AUX V V N DECL
GB 15.3	[MgMg shot a deer in order to have food to eat.]	1	maùŋ khè khò dó sā kā ?à nìtʰí Maung shoot deer for 3S will eat for PROP V N PREP PRN AUX V LOCN
		2	maùŋ dā bwè sā gè khè ā?ì Maung one CLF 3S will shoot eat PROP NUM CLF PRN AUX V V sā nìtʰí jòtʰí tā dó 3S for deer one CLF PRN LOCN N NUM CLF
		3	maùŋ kā ?à ānikʰí nò Maung will eat for this PROP AUX V LOCN DEM sā gé khéŋ ?ì khò tā dó 3S return shoot PRT deer one CLF PRN V V PRT N NUM CLF
		4	maùŋ khéŋ khò tā dó dó maung shoot deer one CLF for PROP V N NUM CLF PREP sā ?à ānikʰí 3S eat for PRN V LOCN

		5	maùŋ k ^h ɛ̀ nè k ^h ò d̄ə́ dó Maung shoot get deer one CLF PROP V V N NUM CLF	tó s̄ə́ k̄ə́ ʔà dè ɛ̀nìtʰí l̄ə́ for 3S will eat thing for ILL.F PREP PRN AUX V N LOCN DECL
GB 15.4	MgMg picked the leaves in order to make soup.	1	maùŋ ḡə́ m̄è d̄ɛ̀tʰí ɛ̀nìtʰí Maung will make soup for PROP AUX V N LOCN	s̄ə́ gè dí ʔí θòl̄ə̀θòðʔp ^h ɔ́ 3S return pick PRT vegetables PRN V V PRT N-ELAB
		2	maùŋ kùʔús ^h ú ʔà ʔì dè ɛ̀nìtʰí Maung soup eat PRT thing for PROP N V PRT N LOCN	s̄ə́ gè dé ʔì hàʔθúβàʔl̄ɛ̀ʔ 3S return pick PRT vegetables PRN V V PRT N-ELAB
		3	maùŋ gè dè ʔì d̄ɛ̀d̄d̄ɛ̀l̄ə́ dó Maung return pick PRT vegetables for PROP V V PRT N PREP	s̄ə́d̄ə̀r̄ə́ʔ ʔà dè ɛ̀nìtʰí soup eat thing for N V N LOCN
		4	maùŋ dè d̄ɛ̀d̄d̄ɛ̀l̄ɛ̀ s̄ə́ p ^h á ʔí Maung pick leaves 3S cook PRT PROP V N PRN V PRT	hàʔθùtʰí ɛ̀nìtʰí soup for N LOCN

		5	maùŋ dɛ dɛ̀dɔ̀dɛ̀ɛ̀ Maung pick vegetables N V N	dɔ̀lɑ̀ dɔ̀ many for QNT LOCN		
			sā kā mɛ̀ dɛ̀tʰí 3S will make soup PRN AUX V N	ānìtʰí l̩ for ILL.F LOCN DECL		
GB 15.5	MgMg picked the corn in order to hang it in his house to dry so he would have food for the rest of the year.	1	maùŋ dɛ̀ θɛ̀ŋkʰwɛ̀? Maung pick corn PROP V N	mìsɑ̀dɔ̀ inorder.to CONJ	sā sɔ̀pʰù 3S tie.up PRN V	
			sā mɛ̀ wɛ̀ sā ŋá ŋì 3S make dry 3S eat PRN V V PRN V	ʔá ŋì eat PRT V PRT		
		θɔ̀dɛ̀ dɛ̀ dɔ̀ ānìtʰí all year for for ADV N PREP LOCN				
		2	maùŋ dɔ̀ bwɛ̀ θɔ̀dɛ̀ dɛ̀ ānìtʰí Maung one CLF all year for PROP NUM CLF ADV N LOCN			
			sā gé mɛ̀ wɛ̀ gé θɛ̀kʰwɛ̀? t̩sɔ̀? 3S go make dry back corn some PRN V V V V N QNT			
			dɔ̀ sā ʃì bú nɔ̀ at 3S house in FP PREP PRN N LOCN FP			
		3	maùŋ kā ŋà ŋì θɔ̀dɛ̀ dɛ̀ ānìtʰí Maung will eat PRT all year for PROP AUX V PRT ADV N LOCN			
			sā gé ʃà? ŋì θɛ̀kʰwɛ̀? dɔ̀ 3S go put PRT corn at PRN V V PRT N PREP			
			sā mɛ̀ wɛ̀ wá sā sò?lɑ̀ l̩ 3S make dry finish 3S hang PRN V V ASP PRN V	ILL.F DECL		

		4	<p>maùŋ dē θék^hwé? mīsámó Maung pick corn in order to PROP V N CONJ</p> <p>sā ?à θāðē dē? ānit^hí 3S eat all year for PRN V ADV N LOCN</p> <p>sā zò làwé sā ?é 3S hang dry 3S POS PRN V V PRN POS</p>
		5	<p>maùŋ dó sā kā ?à dāðédò bú Maung that 3S will eat all year in PROP REL PRN AUX V ADV N LOCN</p> <p>ānit^hí sā lè bē θék^hwé? for 3S go pick corn LOCN PRN V V N</p> <p>sā gè sòlà wé nè lā 3S go hang dry this ILL.F PRN V V V DEM DECL</p>
GB 15.6	MgMg has many children so he must be happy.	1	<p>maùŋ ?ð āp^hó ?ðkéló āk^hòsé Maung have child many that's why/so PROP V N ADJ CONJ</p> <p>sā θá?gānà?ì 3S happy PRN ADJ</p>
		2	<p>maùŋ dā bwè sā p^hò ?ðkéló?òtā plā Maung one CLF 3S child many one CLF PRN NUM CLF PRN N ADJ NUM CLF</p> <p>s^hòwé sā θà?lòθà?lā?ì lā PRT 3S happy ILL.F PRT PRN ADJ DECL</p>

		3	<p>maùŋ əp^hò ʔðʔé ək^hòsé Maung child many so PROP N ADJ CONJ</p> <p>sā θàʔgə̀nàʔi sā ʔé l̩ 3S happy 3S POS ILL.F PRN ADJ PRN POS DECL</p>
		4	<p>maùŋ ʔð kīdóʔ əp^hó ʔðkɛʔðkàʔ Maung have and child many PROP V CONJ N ADJ</p> <p>tā plà nò sā θàʔgə̀nàʔi one time this 3S happy NUM CLF DEM PRN ADJ</p> <p>sā ʔè l̩ 3S POS ILL.F PRN POS DECL</p>
		5	<p>maùŋ ʔð kīdóʔ sā p^hò ʔðkɛʔðkàʔ Maung have and 3S child many PROP V CONJ PRN N ADJ</p> <p>tā plà nò sā kə̀ θàʔgə̀nàʔi one time this 3S will happy NUM CLF DEM PRN AUX ADJ</p> <p>sèʔ l̩ 3S ILL.F PRN DECL</p>
GB 15.7	The harder MgMg ran the more tired he got.	1	<p>maùŋ swèbàsɔ̀wès^hé lèlè Maung run–difficult PRT PROP V-ELAB PRT</p> <p>lábúʔládà sé lèlè tired 3S PRT V PRN PRT</p>

		2	<p>maùŋ swè bàdòʔs^hédò pwè dé Maung run difficult PRT thing PROP V ADJ PRT N</p> <p>sàʔwáwá sã swè lèlè however 3S run PRT ADV PRN V PRT</p> <p>ǎlap^hlèʔlà nò sè lèlè tired this 3S PRT V DEM PRN PRT</p>
		3	<p>maùŋ swèʔ dó dèpàdèʃé Maung run with difficulty PROP V PREP N-ELAB</p> <p>ǎk^hòsé ǎládà sè lǎ so tired 3S ILL.F CONJ V PRN DECL</p>
		4	<p>maùŋ swè bàbàs^hés^hé tã plà nò Maung run difficultly one time this PROP V ADV-ELAB NUM CLF DEM</p> <p>ǎládàsóʔ sè tired 3S V PRN</p>
		5	<p>maùŋ swèʔ bèbèʃéʃé lèlè Maung run difficult PRT PROP V ADJ-ELAB PRT</p> <p>ǎládà sé lèlè nò lǎ tired 3S PRT this ILL.F V PRN PRT DEM DECL</p>
GB16.1	MgMg went out but Zaw stayed at home.	1	<p>maùŋ lè dèk^hlò mðθómĩʔ Maung go outside but PROP V N CONJ</p> <p>zò ʔðdà dó ʃĩ Zaw stay at house PROP V PREP N</p>

		2	maùŋ lè dèk ^h lò bàràs ^h á Maung go outside but PROP V N CONJ zò ?dà hì bú Zaw stay house in PROP V N LOCN
		3	maùŋ hè dó dèk ^h lò Maung walk to outside PROP V PREP N bàràs ^h á zò ?dè jì bú lō but Zaw live house in ILLF CONJ PROP V N LOCN DECL
		4	maùŋ lè dó dèk ^h lò nò wá Maung go to outside this then PROP V PREP N DEM CONJ zò ?dà dó jì Zaw stay at house PROP V PREP N
		5	maùŋ lè dèk ^h lò mðθó Maung go outside but PROP V N CONJ zò ?dà dó jì Zaw stay at house PROP V PREP N
GB 16.2	Mg Mg always stays at home.	1	maùŋ ?dè jì bù θəjó lō Maung stay house in always ILL.F PROP V N LOCN ADV DECL
		2	maùŋ ?dè hì bù θəjó lō Maung stay house in always ILL.F PROP V N LOCN ADV DECL
		3	maùŋ ?dè jì bù jójójà lō Maung stay house in always ILL.F PROP V N LOCN ADV DECL
		4	maùŋ ?dè jì dó kó plà lō Maung stay house at every time ILL.F PROP V N PREP ADV CLF DECL

		5	maùŋ ʔð ʃi kó plà l̄̄ Maung stay house every time ILL.F PROP V N ADV CLF DECL
GB 16.3	MgMg went out, he went to his field.	1	maùŋ lè d̄̀ɛk ^h l̄́ó d́ó lè bú. Maung go outside to field in PROP V N PREP N LOCN
		2	maùŋ lè wá d̄̀ɛk ^h l̄́ó Maung go finish outside PROP V ASP N s̄́ lè d́ó s̄́ lè bu n̄́ 3S go to 3S field in FP PRN V PREP PRN N LOCN FP
		3	maùŋ h̄̀ɛʔ dà d̄̀ɛk ^h l̄́ó s̄́ lè d́ó Maung walk PRT outside 3S go to PROP V PRT N PRN V PREP s̄́ lè bú n̄́ 3S field in FP PRN N LOCN FP
		4	maùŋ h̄̀ɛʔ t ^h à d̄̀ɛk ^h l̄́ó nó Maung walk ascend outside this PROP V V N DEM s̄́ lè d́ó s̄́ lè bú n̄́ 3S go to 3S field in this PRN V PREP PRN N LOCN DEM
		5	maùŋ lè d̄̀ɛk ^h l̄́ó Maung go outside PROP V N s̄́ lè t́ó lè bù n̄́ 3S go to field in FP PRN V PREP N LOCN FP
GB 16.4	Either MgMg will sing or Icham will dance	1	maùŋ k̄́ θábò ʃèt̄́ɛb̄̀ɛn̄́ðʔ z̄́ k̄́ káʔ Maung will sing probably Zaw will dance PROP AUX V ADV PROP AUX V
		2	maùŋ k̄́ θábò mèwé z̄́ k̄́ káʔ k ^h ó Maung will sing either Zaw will dance PRT PROP AUX V ADV PROP AUX V PRT

		3	maùŋ kə θábò dè Maung will sing thing PROP AUX V N					
			ḃètə̀bènò? zò kə ká? probably Zaw will dance ADV PROP AUX V					
		4	maùŋ kə θábò m̀təm̀ènò? zò kə ká? Maung will sing if not Zaw will dance PROP AUX V CONJ PROP AUX V					
		5	maùŋ kə θábò m̀təm̀ènò? Maung will sing if not PROP AUX V CONJ					
			zò kə pjà? ə̀mùə̀jà l̩ Zaw will show action ILL.F PEOP AUX V N DECL					
GB 16.5	This is a house that is it has a roof and walls.	1	ə̀jò m̩ hì t̩ mé d́o ə̀?ò k̩ this be house one CLF which have and DEM COP N NUM CLF REL V CONJ					
			ək ^h ò k̩ ə̀θə̀ròd̩ə̀? roof and wall ILL.F N CONJ N DECL					
		2	dè ə̀jò m̩ hì t̩ wà. thing this be house one CLF N DEM COP N NUM CLF					
			hì t̩ wà nò d́o ə̀k ^h ò k̩ house one CLF TM PRT roof and N NUM CLF TM PRT N CONJ					
			ə̀θə̀ròd̩ə̀? t̩sò? ?ò pwè? wall some have PRT N QNT V PRT					

		3	<p>ʃi t̄ wà ʔò kī ǎkʰò kī house one CLF have and roof and N NUM CLFV V CONJ N CONJ</p> <p>ǎθǎròd̄ēʔ l̄ wall ILL.F N DECL</p>
		4	<p>ʃi t̄ wà nò ʔò kīd̄ʔ ǎkʰòʔʰís̄ʔ house one CLF this have and roof N NUM CLF DEM V CONJ N</p> <p>ǎwèl̄ d̄l̄ l̄ wall many ILL.F N QNT DECL</p>
		5	<p>ǎj̄ò mī ʃi ǎʔò kīd̄ʔ this is house have and DEM V N V CONJ</p> <p>ǎkʰò d̄ d̄é kī ǎwèl̄ d̄l̄ l̄ roof one CLF and wall many ILL.F N NUM CLF CONJ N QNT DECL</p>
		1	<p>maùŋ k̄ θábò d̄ zò k̄ káʔ Maung will sing thing Zaw will dance PRN AUX V N PROP AUX V</p>
		2	<p>maùŋ k̄ θábò d̄ʔ zò k̄ káʔ kʰó Maung will sing PRT Zaw will dance ILL.F PRN AUX V PRT PROP AUX V IMP</p>
GB 16.6	Mg Mg will sing and Zaw will dance.	3	<p>maùŋ k̄ θábò d̄ wá Maung will sing thing then PROP AUX V N CONJ</p> <p>zò k̄ kaʔ l̄ Zaw will dance ILL.F PROP AUX V DECL</p>
		4	<p>maùŋ k̄ θábò d̄ wá Maung will dance thing then PROP AUX V N CONJ</p> <p>zò k̄ káʔ l̄ Zaw will dance FP PROP AUX V FP</p>

		5	maùŋ kə θábò dè wá zò Maung will sing thing then Zaw PROP AUX V N CONJ PROP				
			kə pjáʔ əmùəjà lò will show action ILL.F AUX V N DECL				
GB 16.7	The song that MgMg will sing is beautiful.	1	dè θábò dó maùŋ kə θábò thing song which Maung will sing N N REL PROP AUX V				
			nè əmó ʃóʔ lō this nice very ILL.F DEM ADJ ADJ DECL				
		2	maùŋ kə θábò dè də bònò mī Maung will sing thing one CLF be PROP AUX V N NUM CLF COP				
			kə sòk ^h éni əgəmə 1P listen good PRN V ADJ				
		3	dè θábò dó maùŋ θábò thing song which Maung sing N N REL PROP V				
			nè əmó lō this nice ILL.F DEM ADJ DECL				
		4	dè θábò dó maùŋ thing song which Maung N N REL PROP				
			kə θábò nò əmə ʃóʔ will sing this nice very AUX V DEM ADJ DJ				

		5	dè thing N	θábò song N	ḏó which REL	maòŋ Maung PROP			
			kā will AUX	θábò sing V	nè this DEM	āmó nice ADJ	ḡó? very ADJ	l̄ ILL.F DECL	
GB 17.1	Last year I went to Mandalay.	1	dēmò last year N	jā PRN	tʰà 1S V	ḏó ascend PREP	màŋdāleí to PROP	Mandalay	
		2	dēmò last year N	tā NUM	dē? one CLF				
			jā 1S PRN	tʰà ascend V	ḏó to PREP	màŋdāleí Mandalay PROP	nò FP FP		
		3	dēmò last year N	nò DEM	jā this PRN	lè 1S V	ḏó go PREP	màŋdālé to PROP	Mandalay
		4	múhè? last ADV	tā one NUM	dē? year CLF	nò this DEM			
			jā 1S PRN	lè go V	tʰà ascend V	ḏó to PREP	màŋdāleí Mandalay PROP		
		5	dēmò last year N	tā NUM	dē? one CLF				
			jā 1S PRN	lè ascend V	ḏó to PREP	màŋdāleí Mandalay PROP	nò FP FP		
GB 17.2	Next month I will go to Mandalay.	1	ālèká next ADV	tā one NUM	ḡé month CLF	jā 1S PRN	tʰà ascend V	ḏó to PREP	màŋdāleí Mandalay PROP

		2	mòbé t̃ā ǰé next one month ADV NUM CLF						
			j̃ā tʰà dó màṅd̃ōleí nò 1S ascend to Mandalay FP PRN V PREP PROP FP						
		3	ǎlèká t̃ā ǰé j̃ā lè dó màṅd̃ōleí next one month 1S go to Mandalay ADV NUM CLF PRN V PREP PROP						
		4	mòbé t̃ā ǰé nò next one month this ADV NUM CLF DEM						
			j̃ā k̃ā lè tʰà? dó màṅd̃ōleí 1S will go ascend to Mandalay PRN AUX V V PREP PROP						
		5	mòbé t̃ā ǰé next one month ADV NUM CLF						
			j̃ā k̃ā lè tʰà? dó màṅd̃ōleí 1S will go ascend to Mandalay PRN AUX V V PREP PROP						
GB 17.3	Everywhere at new year people are happy.	1	d̃ɛtʰàθé? ǎtʰíŋ d̃èlè kóððdeí new year time place every where N N N ADV						
			bjà ko bwè ǎθàŋg̃nà?i l̃ō person every CLF happy ILL.F GEN ADJ CLF ADJ DECL						
		2	d̃ɛtʰàθé? ǎtʰíŋ bjà new year time person N N GEN						
			kó bwè kó ǎl̃àl̃àl̃ò bjà pj̃ðpj̃ápjà every CLF every place person happy ADJ CLF ADJ N GEN ADJ						

		3	dɛt ^h àθɛʔ new year N	nò this DEM	dɛlè place N	kóbú every ADJ			
			bjà person N	θòlòθáló happy ADJ	kó every ADJ	ɔ̀bwè CLF CLF	lò ILL.F DECL		
		4	dɛt ^h àθɛʔ new year N	nò this DEM	dɛlè place N	lò every ADJ	nò this DEM		
			bjà person GEN	θàʔgɔ̀nàʔi happy ADJ	bjà person GEN	ʔɛ POS POS			
		5	dɛt ^h àθɛʔ new year N	nò this DEM	dó PRT PRT	dɛlè place N	kó every ADJ	ɔ̀là place N	nò this DEM
			bjà person GEN	kò every ADJ	bwè CLF CLF	θàʔgɔ̀nàʔi happy ADJ	ʔɛ POS pOS	lò ILL.F DECL	
GB 18.1	Where did MgMg go?	1	maùŋ Maung PROP	lè go V	mó PRT PRT	ɓɔ̀lɛ̀ where IMP			
		2	maùŋ Maung PROP	lè go V	mó PRT PRT	ɓɔ̀lɛ̀ where IMP			
		3	maùŋ Maung PROP	lè go V	ɓɔ̀lɛ̀ where IMP				
		4	maùŋ Maung PROP	lè go V	ɓɔ̀lɛ̀/ IMP/	dɔ̀lɛ̀ to where IMP			
		5	maùŋ Maung PROP	lè go V	ɓɔ̀lɛ̀ where IMP				
GB 18.2	He went to his field.	1	sɔ̀ 3S PRN	lè go V	dó to PREP	sɔ̀ 3S PRN	lè field N	bú in LOCN	

		2	sā	lè	mò	dó	sā	lè	bú	nò
			3S	go	PRT	to	3S	field	in	FP
			PRN	V	PRT	PREP	PRN	N	LOCN	FP
		3	sā	lè	dó	sā	lè	bú		
			3S	go	to	3S	field	in		
			PRN	V	PREP	PRN	N	LOCN		
		4	sā	lè	dó	lè	bú			
			3S	go	to	field	in			
			PRN	V	PREP	N	LOCN			
		5	sā	lè	dó	sā	lè	bú		
			3S	go	to	3S	field	in		
			PRN	V	PREP	PRN	N	LOCN		
GB18.3	Did MgMg go to his field?	1	maùŋ	lè	dó	ā	lè	bú	fià	
			Maung	go	to	3S	field	in	ILL.F	
			PRN	V	PREP	PRN	N	LOCN	INTER	
		2	maùŋ	lè	dó	ā	lè	bú	fià	
			Maung	go	to	his	field	in	ILL.F	
			PRN	V	PREP	POS	N	LOCN	INTER	
		3	maùŋ	lè	dó	ā	lè	bú	nò	fià
			Maung	go	to	3S	field	in	this	ILL.F
			PROP	V	PREP	PRN	N	LOCN	DEM	INTR
		4	maùŋ	lè	dó	lè	bú	nò	fià	
			Maung	go	to	field	in	this	ILL.F	
			PROP	V	PREP	N	LOCN	DEM	INTER	
		5	maùŋ	lè	dó	sā	lè	bú	nò	fià
			Maung	go	to	3S	field	in	this	ILL.F
			PROP	V	PREP	PRN	N	LOCN	DEM	INTR
GB18.4	Who went to his field?	1	bāwè	lè	dó	sā	lè	bù	wè	
			who	go	to	3S	field	in	ILL.F	
			Q.W	V	PREP	PRN	N	LOCN	INTER	
		2	bābwè	lè	mó	dó				
			who	go	PRT	to				
			Q.W	V	PRT	PREP				
			sā	lè	bù	nò	dóbwè			
			3S	field	in	this	PRT			
			PRN	N	LOCN	DEM	PRT			
		3	bāwè	lè	dó	sā	lè	bù	wè	
			who	go	to	3S	field	in	ILL.F	
			Q.W	V	PREP	PRN	N	LOCN	INTER	

		4	bōwè lè dó sā lè bù nò wè who go to 3S field in this ILL.F Q.W V PREP PRN N LOCN DEM INTR
		5	bōwè lè dó ā lè bù wè who go to 3S field in ILL.F Q.W V PREP PRN N LOCN INTER
GB18.5	Why did MgMg go to his field?	1	dāk ^h òdàsé maùŋ lè mé dè why Maung go do thing Q.W PROP V V N lè bù nè field in ILL.F N LOCN INTER
		2	sāʔòná sā lè má dó why 3S go do at Q.W PRN V V PREP sā là bú nò nè 3S field in this ILL.F PRN N LOCN DEM INTER
		3	bèdànè maùŋ lè má lè bú nò why Maung go why field in FP QW PROP V QP N LOCN FP
		4	bèdànè maùŋ lè má sā lè bú nó why PROP go why 3S field in FP QW N V QP PRN N LOCN FP
		5	bèdànè maùŋ lè má dó why Maung go why to Q.W PROP V QP PREP sā lè bú nō 3S field in FP PRN N LOCN FP
GB18.6	When did he go to his field?	1	sā lè lè bú dàtʃī mó nè 3S go field in when PRT ILL.F PRN V N LOCN Q.W PRT INTER

		2	sā lè mò sā lè bú nò mī 3S go PRT 3S field in this be PRN V PRT PRN N LOCN DEM COP dàǎtǐ nè when ILL.F Q.W INTER
		3	sā lè dǒ sā lè bú nò 3S go to 3S field in this PRN V PREP PRN N LOCN DEM dà ǎtǐ nè what time ILL.F QP N INTER
		4	sā lè lè bú dāk ^h ǎ nè 3S go field in when ILL.F PRN V N LOCN Q.W INTER
		5	sā lè sā lè bú dǎtǐ nè 3S go 3S field in when ILL.F PRN V PRN N LOCN QW INTER
GB18.7	Will MgMg go to his field?	1	maùŋ kǎ lè dǒ sā lè bú fià Maung will go to 3S field in ILL.F PROP AUX V PREP PRN N LOCN INTR
		2	maùŋ gǎ lè pò Maung will go PRT PROP AUX V PRT sā lè bú nù fià 3S field in this ILL.F PRN N LOCN DEM INTER
		3	maùŋ gǎ lè dǒ Maung will go to PROP AUX V PREP ǎ lè bú nò fià 3S field in this ILL.F PRN N LOCN DEM INTER

		4	màŋ gā lè dó Maung will go to PROP AUX V PREP						
			sā lè bú nò fià 3S field in this ILL.F PRN N LOCN DEM INTER						
		5	màŋ gā lè dó Maung will go to PROP AUX V PREP						
			ā lè bú nò fià 3S field in this ILL.F PRN N LOCN DEM INTER						
GB18.8	How did MgMg go to his field?	1	màŋ lè dó sā lè bù sàʔtè Maung go to 3S field in how PROP V PREP PRN N LOCN Q.W						
		2	màŋ lè lè bù sàdè Maung go field in how PROP V N LOCN Q.W						
		3	màŋ lè dó ā lè bù sàʔtè Maung go to 3S field in how PROP V PREP PRN N LOCN Q.W						
		4	màŋ lè dó ā lè bù sàdè Maung go to 3S field in how PROP V PREP PRN N LOCN Q.W						
		5	màŋ lè dó ā lè bù sàʔtè Maung go to 3S field in how PROP V PREP PRN N LOCN Q.W						
GB18.9	Go to your field, MgMg!	1	lè dó nā lè bú màŋ go to 2S field in Maung V PREP PRN N LOCN PROP						
		2	màŋ lè dó nā lè bú Maung go to 2S field in PROP V PREP PRN N LOCN						
		3	màŋ lè dó nā lè bú nò Maung go to 2S field in FP PROP V PREP PRN N LOCN FP						
		4	lè dó nā lè bú nò màŋ go to 2S field in this Maung V PREP PRN N LOCN DEM PROP						

		5	lè go V	dó to PREP	nā 2S PRN	lè field N	bú in LOCN	maùŋ Maung PROP
GB18.10	MgMg, what are you doing?	1	maùŋ Maung PROP	nā 2S PRN	mè do V	dànè what INTER		
		2	maùŋ Maung PROP	nā 2S PRN	mè do V	dànè what INTER		
		3	maùŋ Maung PROP	nā 2S PRN	mè do V	dànè what INTER		
		4	maùŋ Maung PROP	nā 2S PRN	mè do V	dànè what INTER		
		5	maùŋ Maung PROP	nā 2S PRN	mè do V	dànè what INTER		

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