CLAUSE PATTERNS IN LHOMI

by

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1. INTRODUCTION

This paper is an attempt to describe the Lhomi clause by using the nine-cells system as developed by K. Pike and A. Hale. Figure 1 displays the system used in this paper. Box 4 involves the usage of the following three role complexes: actor, undergoer and site. The sememic categorisation of the Lhomi clauses is based on these three role complexes.

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<tr>
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<th>ITEM</th>
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<td>PHONOLOGICAL</td>
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Figure 1. The nine-box tagmeme.

Figures 1 and 2 display the transitivity system.

Figure 2. Role complexes and resulting eventive clause patterns.
2. BASIC PATTERNS

In this section we illustrate the basic clause patterns resulting from applying the system of the role complexes (actor, undergoer and site) to the Lhomi clauses. Eventive versus stative further divides the Lhomi clauses. Most Lhomi verbs are inherently eventive and some are inherently stative.

Using the three role complexes actor, undergoer and site and the main division into eventive and stative we get the full transitivity system for Lhomi. Figure 4 illustrates the full transitivity matrix of the Lhomi clauses. There are four sets of the patterns: the Transitive set, the Receptive set, the Stative set and the Attributive set.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>UNDERGOER AND SITE</th>
<th>UNDERGOER</th>
<th>SITE</th>
<th>NEITHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO ACTOR</td>
<td>Bi-transitive</td>
<td>Transitive</td>
<td>Semi-transitive</td>
<td>Intransitive</td>
</tr>
<tr>
<td>STATANT</td>
<td>Bi-receptive</td>
<td>Receptive</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>NO STATANT</td>
<td>---</td>
<td>Stative</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Bi-attributive</td>
<td>Attributive</td>
<td>Semi-attributive</td>
<td>Circumstantial</td>
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Figure 4. The full transitivity of the Lhomi clauses.

2.1 EVENT PATTERNS

The eventive sets differ from the stative sets in the following way:

The simple past tense and the remote past tense markers mark off the basic eventive clauses. On the other hand these markers result in derived clauses when applied to basic stative verbs.

When a stative verb is eventivised it gets an additional component of meaning (see p. 53).

The following embedding rules are operative only in the eventive
sets: purpose modal embedding, "needed to" modal embedding and "it is time to" modal embedding.

The experiencer may take any role except the role of an actor. In the stative set of clauses the experiencer always takes the role of a statant.

When an eventive verb is stativised the ergative marker in the actor may become optional. In the stative clauses the ergative marker in the statant is always obligatory.

Non-past conjunct (act) marker never occurs in inherently stative verbs even if they are eventivised.

2.1.1 Transitive Set

The transitive set differs from other sets in the following way:

The transitive set has three agreement patterns in the verb, conjunct versus disjunct, conjunct (act) versus disjunct, and conjunct (exp) versus disjunct. Other sets only have one or two.

The purpose modal embedding is only operative in the transitive set.

The actor of the bitransitive, the transitive, the semitransitive and the intransitive clauses is the subject of the clause.

The non-past conjunct (act) marker functions as a nominaliser in the other sets.

The present conjunct marker may have cross reference either to an actor or an experiencer whereas in other sets it may only have a cross reference to an experiencer.

2.1.1.1 Bitransitive Clause

The bitransitive clause differs from other clauses of the transitive set as follows:

The bitransitive clauses have three nuclear roles, actor, undergoer and site. The other clauses of the transitive set only have one or two.

The bitransitive and the transitive clauses have an actor that is marked in ergative case. The semitransitive and the intransitive clauses have an actor that is marked in nominative case.

The bitransitive and the transitive clauses have an undergoer as the object of the clause. The semitransitive and the intransitive clauses have no role of an undergoer.

The bitransitive clause may have a site in instrumental or comitative case.

There are three sub-types of the bitransitive clauses. Each subtype is illustrated separately.
a. With goal or comitative site, BT a

\[
\begin{array}{c|c|c|c|c|c|c}
\text{S} & \text{NP Agt} & \text{Ref} & \text{NP Goal} & \text{O} & \text{NP Umk} & \text{P} \\
\text{Act} & \text{Sit} & + & + & + & + & \text{BT} \\
\end{array}
\]

kotte  gets-papa-laq  ra  'coŋ-soŋq
he-Agt  my father-Gol  goat Umk  sold
Act  Sit  Und  BT

He sold my father a goat.

ameq  'phica-la  'tuwaq  'luk-soŋq
mother-Agt  child-Gol  porridge Umk  fed
Act  Sit  Und  BT

Mother fed the child with porridge.

ŋe  taku-taŋ  tuŋri  čap-en
I-Agt  friend-Com  fight Umk  fought
Act  Sit  Und  BT

I fought with a friend.

ani-ki  ŋa-taŋ  tamšuq  'lap-čuŋ
aunt-Agt  I-Com  conversation Umk  talked
Act  Sit  Und  BT

Aunt had a talk with me.

b. With instrumental site, BT b

\[
\begin{array}{c|c|c|c|c|c|c}
\text{S} & \text{NP Agt} & \text{O} & \text{NP Umk} & \text{Ref} & \text{NP Instr} & \text{P} \\
\text{Act} & \text{Und} & + & + & + & + & \text{BT} \\
\end{array}
\]

'polis-kiq  'mi  thakpeq  'kiŋ-soŋq
police-Agt  man Umk  rope-Instr  bound
Act  Und  Sit  BT

The police bound up a man a rope.

ŋe  saru  waa-kiq  Taa-pen
I-Agt  beam Umk  bamboo string-Instr  bound
Act  Und  Sit  BT

I bound up a beam with a bamboo string.
c. With locative site, BT c

<table>
<thead>
<tr>
<th>S</th>
<th>NP Act</th>
<th>Ref</th>
<th>NP Ppn\Loc</th>
<th>O</th>
<th>NP Umk</th>
<th>P</th>
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</thead>
<tbody>
<tr>
<td>Act</td>
<td></td>
<td>Sit</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

The child put the ladle on the table.

| akü | phacan-qa | khetaq | 'khur-čuŋq |
| uncole-Agt | cashed-Loc | load Umk | carried |
| Act | Sit | Und | BT |

Uncle carried the load to the cowshed.

| ŋe | lhömpu-qa | Tu | 'pun-ęŋq |
| I-Agt | bamboo mat-Loc | millet Umk | poured |
| Act | Sit | Und | BT |

I put the millet grain to dry on the bamboo mat.

| wančuk-kiq | rap-qa | 'ŋimaq | ke-šoŋq |
| Wančuk-Agt | drying basket-Loc | ears Umk | put to dry |
| Act | Sit | Und | BT |

Wančuk put the ears to dry in the drying basket.

### 2.1.1.2 Transitive Clause

The following characteristics distinguish the transitive clause from the rest of the clauses of the transitive set:

The transitive and the semitransitive clauses have two nuclear roles but the bitransitive clause has three and the intransitive has one.

The transitive and the bitransitive clauses have an actor that is marked in ergative case. The semitransitive and the intransitive clauses have an actor that is marked in nominative case.

The transitive and the bitransitive clauses have an undergoer as object of the clause. The semitransitive and the intransitive clauses have no role of an undergoer.

There are two subtypes of transitive clauses. Each subtype will be illustrated separately.

a. With unmarked undergoer, Ta
'numë
younger sister-Agt corn Umk
Act Und T
Younger sister ground some corn.

'čhutaa-kiq
water mill-Agt corn Umk
Act Und T
The corn was ground by the water mill.

papeq
father-Agt porridge Umk
Act Und T
Father ate some porridge.

aku čekpeq
uncle Čekpa-Agt postmortem rites Umk did
Act Und T
Uncle Čekpa performed postmortem rites.

lameq
lama-Agt religious book Umk printed
Act Und T
The lama printed a book.

'Thip-kl
snowman-Agt whistling Umk did
Act Und T
The yeti whistled to me.

b. With goal marked undergoer, T b

<table>
<thead>
<tr>
<th>S</th>
<th>NP Agt</th>
<th>O</th>
<th>NP Gol</th>
<th>P</th>
<th>VP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act</td>
<td>Und</td>
<td>T</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ŋe
I-Agt kotta-la 'tun-ên
Act him-Gol beat
Und T
I beat him.
2.1.1.3 Semitransitive Clause

The semitransitive clause differs from the other clauses of the transitive set as follows:

The semitransitive clause has two nuclear roles, actor and site. The bitransitive clause has three, the transitive clause has two (actor and undergoer) and the intransitive clause has one.

The semitransitive and the intransitive clauses have an actor that is marked in nominative case. The bitransitive and the transitive clauses have an actor that is marked in ergative case.

The semitransitive and the bitransitive clauses have a site but the transitive and the intransitive clauses have no role of a site.

<table>
<thead>
<tr>
<th>S</th>
<th>NP Umk</th>
<th>Ref</th>
<th>NP Pnp)Loc</th>
<th>P</th>
<th>VP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act</td>
<td>+</td>
<td>+</td>
<td>Sit</td>
<td>NP Loc</td>
<td>+</td>
</tr>
</tbody>
</table>

- Thakuk-ki 'thok-laq ce-pen
  Thakuk
  rook
top-Loc
  climbed
  Sit
  ST

  I climbed to the top of a big rock.

- 'Thopu 'khim-kiq nañ-la šu-čuŋ
  'Thopu
  friend
  Umk
  house
  inside-Loc
  entered
  Sit
  ST

  A friend entered the house while I was there.

- Kotta yampu-la 'lok-soŋ
  Kotta
  he
  Umk
  Kathmandu
  Loc
  returned
  Sit
  ST

  He returned to Kathmandu.
Younger brother went to herd goats.

I went to uncle Wancin's house.

**2.1.1.4 Intransitive Clause**

The intransitive clause differs from the other clauses of the transitive set as follows:

The intransitive clause only has one nuclear role. All other clauses of the transitive set have either two or three roles.

The actor of the intransitive and the semitransitive clause is marked in nominative case. The actor of the bitransitive and the transitive clause is in ergative case.

The intransitive clause can be derived into the transitive clause by modification in the verb root (see p. 36).

\[
\begin{align*}
\text{S} & \quad \text{NP Umk} \\
\text{Act} & \\
\text{taku} & \quad \text{log-soq} \\
\text{friend Umk} & \quad \text{rose} \\
\text{Act} & \quad \text{I} \\
\text{The friend rose up.}
\end{align*}
\]

\[
\begin{align*}
\text{ŋe miŋpu} & \quad \text{Ti-soŋ} \\
\text{my younger brother Umk} & \quad \text{stumbled} \\
\text{Act} & \quad \text{I} \\
\text{My younger brother stumbled.}
\end{align*}
\]

\[
\begin{align*}
\text{ŋü-soŋ} & \quad \text{ŋa} \\
\text{child Umk} & \quad \text{wept} \\
\text{Act} & \quad \text{I} \\
\text{The child wept.}
\end{align*}
\]

\[
\begin{align*}
\text{'tep-pen} & \quad \text{ŋa} \\
\text{I Umk} & \quad \text{sat down} \\
\text{Act} & \quad \text{I} \\
\text{I sat down.}
\end{align*}
\]
2.1.2 Receptive Set

The following characteristics distinguish the receptive set from all other sets:

The clauses of the receptive set only have the agreement patterns with reference to an experiencer.

The clauses of the receptive set have no role of an actor.

The clauses of the receptive set get an actor when they are causativised or the transitive suppletion rule has been applied.

In a clause of the receptive set either the site or the undergoer is the subject of the clause.

The clauses of the receptive set do not take imperative.

The undergoer is always marked in nominative case.

2.1.2.1 Bireceptive Clause

The bireceptive clause differs from the other clauses of the receptive set as follows:

The bireceptive clause has two nuclear roles. The other clauses of the receptive set only have one nuclear role.

When the site is animate and the undergoer inanimate, the site is the subject of the clause. Otherwise the undergoer is the subject of the clause.

When the site is animate and the undergoer is inanimate, the undergoer is the object of the clause.

Both the bireceptive and the receptive clauses can be transitivised by modification in the verb root.

The bireceptive and the receptive clauses receive an actor when they have been transitivised.

There are two sub-types of the bireceptive clause pattern.

a. With goal site:

<table>
<thead>
<tr>
<th>Sit</th>
<th>+</th>
<th>Ref NP±Gol</th>
<th>+</th>
<th>O Und</th>
<th>+</th>
<th>P VP</th>
</tr>
</thead>
<tbody>
<tr>
<td>'khot-laq</td>
<td>mürakq</td>
<td>'şor-sonq</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

you-Gol sweat Umk

You have perspired.
I got into trouble.

The friend got lazy.

I found a matchbox.

The child got extremely tired.

He was afraid of my dog.

If both the site and the undergoer are animate, the order of the constituents is normally reversed.

b. With source or locative site:

\[
\begin{array}{c|c|c|c|c|c|c}
S & NP & Umk & Ref & NP & Loc & P & VP \\
\hline
Und & & & Sit & & & & BR \\
\hline
\eta & tonpu-ni & 'char-\xiŋq & I & tree-Abl & fell & & \\
\hline
Und & Sit & & & & & & BR \\
\hline
'tuwaq & nöćča-laq & 'šon-\xiŋq & porridge & pot-Loc & fit & & \\
\hline
Und & Sit & & & & & & BR \\
\hline
\end{array}
\]

I fell down from a tree.

The porridge fitted into a pot.
The cigarette was glowing.

2.1.2.2 Receptive Clause

The receptive clause differs from other clauses of the receptive set as follows:

The receptive clause only has one nuclear role, the undergoer. The bireceptive clause has two.

In the receptive clause the undergoer is always the subject of the clause.

\[
\begin{array}{c|c|c|c}
S & \text{NP Umk} & P & \text{VP} \\
\hline
\text{Und} & + & + & R \\
\end{array}
\]

\[
\begin{array}{l}
\eta e \text{ papaq} & '\text{xu-\text{-u}}q \\
\text{my father Umk} & \text{died} \\
\text{Und} & \text{R} \\
\text{My father died.} \\
\eta i s-\text{so} & \text{\text{-\text{-u}}q} \\
\text{we Umk} & \text{felt cold} \\
\text{Und} & \text{R} \\
\text{We felt cold.} \\
\eta a & \text{\text{-\text{-u}}q} \\
\text{I Umk} & \text{got tired} \\
\text{Und} & \text{R} \\
\text{I got tired.} \\
\text{\text{-\text{-u}}q} & \text{\text{-\text{-u}}q} \\
\text{rain Umk} & \text{did} \\
\text{Und} & \text{R} \\
\text{It rained while we were out.} \\
\text{\text{-\text{-u}}q} & \text{\text{-\text{-u}}q} \\
\text{tremors Umk} & \text{much came} \\
\text{Und} & \text{R} \\
\text{A strong earthquake took place.}
\end{array}
\]
2.2 STATE PATTERNS

The basic differences between the stative clauses and the eventive clauses have been listed under 2.1 on pages 2 and 3. In the stative set of clauses the constituent parallel to an actor in the transitive set is called a statant. The statant differs from an actor as follows: The actor is always the actual doer or initiator of the action or event and can only occur in the transitive set of clauses. On the other hand, the statant is an experiencer. Imperative cannot be applied to clauses that have a statant. Only one type of agreement pattern occurs in the stative verbs.

2.2.1 Stative Set

In Lhomi the only basic clause in the stative set is the stative clause. The bistative, the semistative and the descriptive clauses occur only as derived clauses. The following characteristics distinguish the stative set of clauses from other sets:

The stative clauses can be optionally eventivised. As a result the verb gets an additional component of meaning (see p. 53).

The stative clause has a role of a statant. The clauses of the attributive set do not have any role of a statant.

The stative clauses inflect for tense and aspect. The clauses of the attributive set do not.

The statant is always marked in ergative case.

The statant is always the subject of the clause.

The undergoer is marked in nominative case and is the object of the clause.

The stative clause has two nuclear roles, statant and undergoer.

Only the agreement pattern with reference to an experiencer occurs.

\[
\begin{array}{cccc}
\text{S} & \text{NP} & \text{Agt} & + & \text{O} & \text{NP} & \text{Umk} & + & \text{P} & \text{VP} & \text{S} \\
\text{Sta} & & & & \text{Und} & & & & & & \\
\end{array}
\]

\[
\begin{align*}
\text{ŋe} & & \text{'khök-kiq taku} & & \text{ŋo ŝi-kenq pet} \\
I-\text{Agt} & & \text{your friend Umk} & & \text{know} \\
\text{Sta} & & \text{Und} & & \text{S} \\
\text{I know your friend.} \\
\text{'uki} & & \text{ŋe keččaq} & & \text{haq kho-kenq pet} \\
\text{that-Agt} & & \text{my language Umk} & & \text{understands} \\
\text{Sta} & & \text{Und} & & \text{S} \\
\text{That fellow understands my language.}
\end{align*}
\]
2.2.2 Attributive Set

The following characteristics distinguish the attributive set from the other sets:

The verbs of the clauses of the attributive set do not inflect for tense and aspect.

The verbs of the clauses of the attributive set cannot be eventivised by optional change of the verb suffix. The clause of this set can only be eventivised by substituting the original verb with 's'o 'to make' or čhuŋ 'to become'.

The role of an actor is added when the transitivising rule has been applied.

The agreement pattern with reference to an experiencer occurs. The markers of this agreement pattern are different from those in other sets (see pp. 32-34).

2.2.2.1 Biattributive Clause

The biattributive clause differs from other clauses of this set as follows:

The biattributive clause has two nuclear roles, undergoer and site.

The semiaattributive and the attributive clause have one and the circumstantial clause has none.

The agreement pattern only occurs in the biattributive and the semiaattributive clauses.

The biattributive clause can only be transitivised by substituting the attributive verb with a specific verb. All other clauses of this set can be transitivised by substituting the attributive verb with the verbs 's'o 'to make' or čhuŋ 'to become'.

In the biattributive and the semiaattributive clauses the animate site is the subject of the clause.

The undergoer of the biattributive clause is the object of the clause.
The biattributive and the attributive clause have an animate undergoer that is marked in nominative case.

The agreement pattern with reference to an experiencer occurs in the biattributive, the attributive and the semiattributive clauses.

There are two subtypes of the biattributive clause.

a. With animate site:

\[
\begin{array}{cccc}
\text{S} & \text{NP Gol} & \text{O} & \text{NP Umk} \\
\text{Sit} & \text{Und} & \text{BA} \\
\end{array}
\]

'ki-laq 'kišikpaq tuk

dog-Gol fleas Umk there are

The dog has fleas.

\[
\begin{array}{cccc}
\etaa-la & \etaaqq & \text{yöt} \\
\text{I-Gol} & \text{big drum Umk} & \text{there is} \\
\text{Sit} & \text{Und} & \text{BA} \\
\end{array}
\]

I have a big drum.

\[
\begin{array}{cccc}
kotta-la & \text{khimq} & 'yök-ken pet \\
\text{him-Gol} & \text{house Umk} & \text{there is} \\
\text{Sit} & \text{Und} & \text{BA} \\
\end{array}
\]

He has a house.

\[
\begin{array}{cccc}
\etaa-la & \text{čampaq} & \text{yöt} \\
\text{I-Gol} & \text{cold Umk} & \text{there is} \\
\text{Sit} & \text{Und} & \text{BA} \\
\end{array}
\]

I have a cold.

b. With locative site:

\[
\begin{array}{cccc}
\text{S} & \text{NP Umk} & \text{Ref} & \text{NP Ppn \text{Loc}} \\
\text{Und} & \text{Sit} & \text{BA} \\
\end{array}
\]

\[
\begin{array}{cccc}
\text{thongpaq} & '\text{khim-kiq lo-na} & \text{tuk} \\
\text{plough Umk} & \text{house-Gen beside-Loc} & \text{there is} \\
\text{Und} & \text{Sit} & \text{BA} \\
\end{array}
\]

The plough is beside the house.
The ears are in the drying basket.

Father is in the house.

The verbs tuk 'to be' and yót 'to be' differ as follows: tuk signals eyewitness. It means that the speaker sees the thing or person and the clause is uttered while he sees it or soon afterwards. yót signals either definite knowledge based on previous eyewitness or definite knowledge learned from someone else. The agreement patterns of these verbs are dealt with on pages 27, 32-34.

2.2.2.2 Attributive Clause

The attributive clause differs from other clauses of the attributive set as follows:

The attributive and the semiattributive clauses have only one nuclear role. The bitattributive has two and the circumstantial clause has none.

The attributive clause may take the verb hin 'to be' as well as the verbs tuk and yót 'to be'. The bitattributive, the semiattributive and the circumstantial clauses never use the verb hin.

The undergoer is the subject of the clause.

Noun phrases, adjectival phrases and demonstrative phrases can be included as complements in the predicate extension.

There are two subtypes of the attributive clause.

a. With noun or demonstrative complement:

\[
\begin{array}{ccc}
S & NP \text{ Umk} & + \\
Und & + & \text{P hin} \\
& aku \text{ Lhakpaq} & \text{pempuq pet} \\
& uncle Lhakpaq \text{ Umk} & \text{headman is} \\
& Und & \text{Compl A} \\
\end{array}
\]

Uncle Lhakpaq is the headman.
b. With adjective complement:

\[
\begin{array}{c|c|c|c}
\text{S} & \text{NP} & \text{Umk} & \text{tuk} \\
\hline
\text{Und} & & & \\
\end{array}
\]

khemeq mintokq lesi 'yök-ken pet
rhododendron-Gen flower Umk beautiful is
Und Compl A

The rhododendron flower is beautiful.

'tumü phučetq nakpuq tuk
younger sister-Gen skirt Umk black is
Und Compl A

Younger sister's skirt is black.

'tuwaq kančaapaq tuk
porridge Umk thick is
Und Compl A

The porridge is thick.

ŋa Thötlukpaq yöt
I Umk fat am
Und Compl A

I am fat.

### 2.2.2.3 Semiatributive Clause

The semiatributive clause differs from other clauses of the attributive set as follows:

The semiatributive and the attributive clauses have one nuclear role.

An animate site is the subject of the biattributive and the semi-tributative clauses.
The complement of the predicate extension can only include an adjectival phrase.

The agreement pattern occurs with reference to experiencer and the experiencer takes the role of animate site.

There are two subtypes of the semiatributive clause.

a. With goal site:

<table>
<thead>
<tr>
<th>S</th>
<th>NP</th>
<th>Gol/Umk</th>
<th>P</th>
<th>yöt</th>
<th>tuk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sit</td>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>ɳa</td>
<td>thangpuwaq</td>
<td>yöt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Umk</td>
<td>well</td>
<td>am</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit</td>
<td>Compl</td>
<td>SA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>I am well.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

amaq thangpuwaq 'yök-ken pet

mother Umk well is

Sit Compl SA

*Mother is well.*

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ɳa-la</td>
<td>thangčeq</td>
<td>mit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-Gol</td>
<td>well</td>
<td>am not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit</td>
<td>Compl</td>
<td>SA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>I am not well.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With certain adjective complements the animate subject can be optionally goal marked (see examples above) and therefore the clause is in semiatributive cell. On the other hand if the adjective complement requires an unmarked animate subject (see the last example of the attributive clause on p. 16) then the clause is classified as attributive.

b. With locative site:

<table>
<thead>
<tr>
<th>Ref</th>
<th>NP Ppn Loc</th>
<th>P</th>
<th>yöt</th>
<th>tuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit</td>
<td></td>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td>'khim-kiq naŋ-la</td>
<td>nakq</td>
<td>'thiniq</td>
<td>tuk</td>
<td></td>
</tr>
<tr>
<td>house-Gen inside-Loc</td>
<td>dark</td>
<td>is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit</td>
<td>Compl</td>
<td>SA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*It is dark in the house.*
2.2.2.4 Circumstantial Clause

The circumstantial clause differs from other clauses of the attributive set as follows:

The circumstantial clause has no nuclear role.

Only a noun phrase can be included in the predicate extension.

\[
\begin{array}{c|c}
\text{nam}\text{sa} & \text{tuk} \\
\hline
\text{nic}\text{e} \text{we}\text{ather} & \text{is} \\
\text{Compl} & \text{C}
\end{array}
\]

It is nice weather.

So far our data only shows one example of the basic circumstantial clause type. All other clauses with the same surface structure can be considered as derived clauses. Therefore we fully realise that we have set up the basic circumstantial clause type on rather shaky grounds.

2.3 ROLE MARKER PATTERNING

The following section describes and illustrates the morphological case markings of the role complexes actor, undergoer and site.

2.3.1 Case Markers

There are eight cases in Lhomi that are essential at the clause level description: nominative which consists of the stem only, ergative which consists of stem plus -ki, dative which consists of stem plus -la, comitative which consists of stem plus -taŋ, genitive which consists of stem plus -ki, ablative which consists of stem plus -ni, locative which consists of stem plus either -la, -na or -tu and instrumental which consists of stem plus -ki. The case markers are always attached to the last element of the noun phrase. Note that the marker for ergative, genitive and instrumental is the same. Figure 5 illustrates the morphophonemic changes of the stem with the ergative marker. There are no such changes with other case markers. The first four columns illustrate the changes in monosyllabic stems and the last two columns the disyllabic stems.
Figure 5. Morphophonemic changes of the stem with the ergative marker.

The Figure 6 illustrates the case markers with some pronouns and nouns.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>You</th>
<th>he/she</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>qa</td>
<td>khötq</td>
<td>kotta</td>
</tr>
<tr>
<td>Ergative</td>
<td>ñe</td>
<td>'khök-kiq</td>
<td>kotte</td>
</tr>
<tr>
<td>Dative</td>
<td>ña-la</td>
<td>'khöt-laq</td>
<td>kotta-la</td>
</tr>
<tr>
<td>Comitative</td>
<td>ña-taŋ</td>
<td>'khöt-taŋ</td>
<td>kotta-taŋ</td>
</tr>
<tr>
<td>Genitive</td>
<td>ñe</td>
<td>'khök-kiq</td>
<td>kotte</td>
</tr>
<tr>
<td>Ablative</td>
<td>ña'čen-niq</td>
<td>khötq 'čen-niq</td>
<td>kotta 'čen-niq</td>
</tr>
<tr>
<td>Locative</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Instrumental</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>child</th>
<th>friend</th>
<th>person</th>
<th>sheep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>'phica</td>
<td>taku</td>
<td>'mi</td>
<td>luk</td>
</tr>
<tr>
<td>Ergative</td>
<td>'phice</td>
<td>takü</td>
<td>mi</td>
<td>'luk-ki</td>
</tr>
<tr>
<td>Dative</td>
<td>'phica-la</td>
<td>taku-la</td>
<td>'mi-la</td>
<td>'luk-la</td>
</tr>
<tr>
<td>Comitative</td>
<td>'phica-taŋ</td>
<td>taku-taŋ</td>
<td>'mi-taŋ</td>
<td>'luk-taŋ</td>
</tr>
<tr>
<td>Genitive</td>
<td>'phice</td>
<td>taku</td>
<td>mi</td>
<td>'luk-ki</td>
</tr>
<tr>
<td>Ablative</td>
<td>'phica 'čen-niq</td>
<td>taku 'čen-niq</td>
<td>'mi čen-niq</td>
<td>'luk-ni</td>
</tr>
<tr>
<td>Locative</td>
<td>'phica 'čen-laq</td>
<td>taku 'čen-laq</td>
<td>'mi čen-laq</td>
<td>'luk-la</td>
</tr>
<tr>
<td>Instrumental</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Figure 6 - continued overleaf
2.3.2 Marking of the Role Complexes

In this section we illustrate how the role complexes are marked in each basic clause type. Figure 7 displays how they are marked in the transitive set of clauses.

<table>
<thead>
<tr>
<th>Actor</th>
<th>Goal Site</th>
<th>Loc Site</th>
<th>Undergoer</th>
<th>Instr Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>BT₁</td>
<td>Ergative</td>
<td>Dative</td>
<td>Nominative</td>
<td></td>
</tr>
<tr>
<td>BT₂</td>
<td>Ergative</td>
<td>Comitative</td>
<td>Nominative</td>
<td></td>
</tr>
<tr>
<td>BT₃</td>
<td>Ergative</td>
<td></td>
<td>Nominative</td>
<td>Instrumental</td>
</tr>
<tr>
<td>BT₄</td>
<td>Ergative</td>
<td>Locative</td>
<td>Nominative</td>
<td></td>
</tr>
<tr>
<td>BT₅</td>
<td>Ergative</td>
<td>Ablative</td>
<td>Nominative</td>
<td></td>
</tr>
<tr>
<td>T₁</td>
<td>Ergative</td>
<td></td>
<td>Dative</td>
<td></td>
</tr>
<tr>
<td>T₂</td>
<td>Ergative</td>
<td></td>
<td>Nominative</td>
<td></td>
</tr>
<tr>
<td>ST</td>
<td>Nominative</td>
<td>Locative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Nominative</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 7. Case markings of the role complexes in the transitive set.

The clauses listed in the left hand column of Figure 7 are illustrated below. The cases are indicated on the second line of each example.
He sold the goat to my father.

I fought with a friend.

I bound up a beam with a bamboo string.

Father carried the child to the cow shed.

Father carried the child from the cow shed.

I beat him up.

The water mill ground the corn.

Uncle Cekpaq returned home.

He sat down.
Figure 8 displays the case markings of the role complexes in the receptive set.

<table>
<thead>
<tr>
<th>Goal Site</th>
<th>Locative Site</th>
<th>Undergoer</th>
</tr>
</thead>
<tbody>
<tr>
<td>BR₁</td>
<td>Dative</td>
<td>Nominal</td>
</tr>
<tr>
<td>BR₂</td>
<td>Locative</td>
<td>Nominal</td>
</tr>
<tr>
<td>BR₃</td>
<td>Ablative</td>
<td>Nominal</td>
</tr>
<tr>
<td>R₁</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 8. Case markings of the role complexes in the receptive set.

The clauses listed in the left hand column of Figure 8 are illustrated below:

BR₁ ηα-la cakTaq 'ηιε-çνηq
I-Dat matchbox-Nom found-Simple Past conjunct (exp)
Sit Und BR
I found a matchbox.

BR₂ 'tuwaq nöčča-laq 'šon-sonq
porridge-Nom pot-Loc fit-Simple Past disjunct
Und Sit BR
The porridge fitted into the pot.

BR₂ tuku khaŋtok-ni 'char-sonq
friend-Nom roof-Abl fell-Simple Past disjunct
Und Sit BR
The friend fell off the roof.

R čheppaq 'čap-sonq
rain-Nom did-Simple Past disjunct
Und R
It rained.

Figure 9 displays the case markings of the role complexes in the stative set.
CLAUSE PATTERNS IN LHOMI

<table>
<thead>
<tr>
<th>Statant</th>
<th>Undergoer</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Ergative</td>
</tr>
<tr>
<td></td>
<td>Nominative</td>
</tr>
</tbody>
</table>

Figure 9. Case markings of the role complexes in the stative set.

The example below illustrates the case markings in a stative clause:

\[
\text{S } \text{ŋe } \text{kotta } \text{'thoŋ-kenq } \text{pet} \\
I-\text{Erg him-Nom } see-\text{Non-Past disjunct} \\
\text{Sta Und S} \\
I \text{ see him.}
\]

Figure 10 displays the case markings of the role complexes in the attributive set.

<table>
<thead>
<tr>
<th>Goal Site</th>
<th>Locative Site</th>
<th>Undergoer</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA\textsubscript{1}</td>
<td>Dative</td>
<td>Nominative</td>
</tr>
<tr>
<td>BA\textsubscript{2}</td>
<td>Locative</td>
<td>Nominative</td>
</tr>
<tr>
<td>A</td>
<td>Locative</td>
<td>Nominative</td>
</tr>
<tr>
<td>SA\textsubscript{1}</td>
<td>Locative</td>
<td>Nominative</td>
</tr>
<tr>
<td>SA\textsubscript{2}</td>
<td>Nom/Dat</td>
<td>Nominative</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 10. Case markings of the role complexes in the attributive set.

The clauses listed in the left hand column of Figure 10 are illustrated below.

\[
\text{BA}_1 \text{'ki-laq 'kišikpaq } \text{tuk} \\
\text{dog-Dat } \text{fleas-Nom } is-\text{disjunct} \\
\text{Sit Und BA} \\
The \text{dog has fleas.}
\]

\[
\text{BA}_2 \text{rap-la } 'qimaq 'yök-kenq } \text{pet} \\
\text{basket-Loc } \text{ears-Nom } is-\text{disjunct} \\
\text{Sit Und BA} \\
\text{There are ears in the basket.}
\]
The porridge is thick.

It is dark in the house.

I am well.

It is nice weather.

The order of the constituents actor, undergoer and site does not affect the case markings. The case markings remain the same if the order is changed.

2.3.3 Role Markers in Verbs

There are two roles that are marked in the verb, the role of an actor and the role of an experiencer. The latter one is not amongst the nuclear roles we have been talking about. It is just a term invented here to describe the kind of agreement pattern that occurs in Lhomi verbs. There is also a marker that marks both the role of an actor and the role of an experiencer. So far we have these two types of agreement patterns in Lhomi verbs. The agreement may be marked in the verb with cross reference to an actor or to an experiencer. It means that the person of an actor may govern the verb of the clause or that an experiencer versus non-experiencer may govern the verb. The experiencer may or may not occur on the surface structure of the clause. The two types of agreement patterns result in four different kinds of verb forms which we call conjunct, conjunct (act), conjunct (exp) and disjunct. First types of patterns are described in some detail and then examples are given to illustrate them. We have included also those markers that only combine with the stativised clauses.
The following figures display how the agreement patterns are related to the person of the subject of the clause. A slash indicates an option. With certain verbs of the receptive set there is no contrast between conjunct (exp) and disjunct verb forms.

<table>
<thead>
<tr>
<th>PERSON OF AN ACTOR</th>
<th>DECLARATIVE</th>
<th>INTERROGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>conjunct</td>
<td>disjunct</td>
</tr>
<tr>
<td></td>
<td>conjunct (act)</td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>conjunct (exp)</td>
<td>conjunct</td>
</tr>
<tr>
<td></td>
<td>disjunct</td>
<td>conjunct (act)</td>
</tr>
<tr>
<td>Third</td>
<td>conjunct</td>
<td>conjunct</td>
</tr>
<tr>
<td></td>
<td>conjunct (exp)</td>
<td>conjunct (exp)</td>
</tr>
<tr>
<td></td>
<td>disjunct</td>
<td>disjunct</td>
</tr>
</tbody>
</table>

Figure 11. Agreement patterns in the transitive set.

<table>
<thead>
<tr>
<th>PERSON OF A SITE OR AN UNDERGOER</th>
<th>DECLARATIVE</th>
<th>INTERROGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>conjunct (exp)/disjunct</td>
<td>disjunct</td>
</tr>
<tr>
<td>Second</td>
<td>disjunct</td>
<td>conjunct (exp)/disjunct</td>
</tr>
<tr>
<td>Third</td>
<td>disjunct</td>
<td>conjunct (exp)/disjunct</td>
</tr>
<tr>
<td></td>
<td>conjunct (exp)</td>
<td>conjunct</td>
</tr>
<tr>
<td></td>
<td>conjunct</td>
<td>disjunct</td>
</tr>
</tbody>
</table>

Figure 12. Agreement patterns in the receptive set.

<table>
<thead>
<tr>
<th>PERSON OF A STATANT</th>
<th>DECLARATIVE</th>
<th>INTERROGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>conjunct (exp)/disjunct</td>
<td>conjunct (exp)/disjunct</td>
</tr>
<tr>
<td>Second</td>
<td>disjunct</td>
<td>conjunct (exp)/disjunct</td>
</tr>
<tr>
<td>Third</td>
<td>disjunct</td>
<td>conjunct (exp)/disjunct</td>
</tr>
</tbody>
</table>

Figure 13. Agreement patterns in the stative set.
2.3.3.1 Agreement Pattern with Reference to an Actor

This agreement pattern only occurs with the verbs of the transitive set. The role of an actor only occurs in this set. First person actor agrees with the conjunct or the conjunct (act) verb form in a declarative clause and a second person actor agrees with the conjunct or the conjunct (act) verb form in an interrogative clause. All other persons are marked by disjunct, conjunct or conjunct (exp) forms. The present conjunct verb form is complex because it may have reference either to an actor or an experiencer. If there is no actor in a clause, it has reference to an experiencer.

2.3.3.2 Agreement Pattern with Reference to an Experiencer

This agreement pattern occurs in all four sets. The experiencer corresponds either to the speaker or the hearer. The experiencer may take the role of a site or an undergoer or may not show up at all on the surface structure of the clause. Because this verbal marker functions differently with different sets of clauses it provides further evidence for distinguishing four basic sets, the transitive, the receptive, the stative and the attributive.

A clause of the transitive set calls for the conjunct (exp) when the following requirements are met: There is an experiencer (= speaker or hearer) who has eyewitnessed the event of the main verb of the clause and who has been closely involved with the action of the main verb. The latter requirement more specifically means that the action of the main verb either has been directed towards the experiencer or it may have taken place right at the experiencer.

A clause of the transitive set calls for the conjunct when the following requirements are met: There is a first person actor in a declarative clause or a second person actor in an interrogative clause or the speaker's immediate relative or his piece of property (animal) is the third person actor in a declarative clause or the hearer's immediate
relative or his piece of property (animal) is the third person actor in an interrogative clause. Note that the conjunct marker also signals the present tense and therefore the whole clause is stativised, see p. 71.

In the receptive set the requirements for the conjunct (exp) are as follows: There is an experiencer (= speaker or hearer) who has eye-witnessed the event of the main verb and who has been closely involved with the event of the main verb. It means that the event has either taken place in, on or at the experiencer or within his immediate family or that he is the actual causer of the event or that he is the goal site of the event. Otherwise the disjunct form is used. However with some verbs of this set the choice between the conjunct (exp) and the disjunct is optional. In this set the requirements for the conjunct are as follows: There is an experiencer (= speaker or hearer) who has a very close association with the message of the clause.

In the static set the statant is always the experiencer of what the main verb states. Since the conjunct (exp) marker is eventive it eventivises the basic static clause and the result is a derived transitive clause. The statant has become an actor and there is also an additional component of meaning to the main verb. In this derived transitive clause the first person actor agrees with the conjunct (exp) of the verb in the declarative clause and the second person actor agrees with the conjunct (exp) of the verb in the interrogative clause. Note that the conjunct (act) never occurs in a basic static clause even if it is eventivised. In the static verbs there is no grammatical difference in using present conjunct and disjunct forms. In general the present conjunct gives the verb more specific meaning than the present disjunct.

In the attributive set two of the three verbs have the agreement pattern. With the verb yöt the experiencer may be either the site or the undergoer or deleted in which case it is still understood to be one of the nuclear roles. The first person subject agrees with the conjunct (exp) in the declarative clause and the second person subject agrees with the conjunct (exp) in the interrogative clause. With the verb hin (conjunct (exp) hin and disjunct pet) the first person undergoer requires the conjunct (exp) in the declarative clause and the second person undergoer in the interrogative clause. If the third person undergoer is a relative or a piece of property of the speaker the conjunct (exp) is required in the declarative clause and respectively with the hearer and the interrogative clause.

The following examples illustrate the two agreement patterns. Verbal markers are underlined. In the transitive set the second person
interrogative has the conjunct (act) marker only in the stativised clause therefore a derived clause is given as an example of it.

VERBAL MARKERS IN THE BITRANSITIVE VERBS

<table>
<thead>
<tr>
<th>ṇe</th>
<th>ṭaku-la</th>
<th>ra</th>
<th>'kų-eq</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-Agt</td>
<td>friend-Gol</td>
<td>goat Umk</td>
<td>sold</td>
</tr>
<tr>
<td>Act</td>
<td>Sit</td>
<td>Und</td>
<td>BT (Simple Past conjunct (act))</td>
</tr>
</tbody>
</table>

I sold a goat to a friend.

'khök-kiq  ṭaku-la | ra | 'kų-sonq |
| you-Agt | friend-Gol | goat Umk | sold |
| Act | Sit | Und | BT (Simple Past disjunct) |

You sold a goat to a friend.

kotte  ṭaku-la | ra | 'kų-sonq |
| he-Agt | friend-Gol | goat Umk | sold |
| Act | Sit | Und | BT (Simple Past disjunct) |

He sold a goat to a friend.

'khök-kiq  ṇa-la | ra | 'kų-čeq |
| you-Agt | me-Gol | goat Umk | sold |
| Act | Sit | Und | BT (Simple Past conjunct (exp)) |

You sold a goat to me.

kotte  ṇa-la | ra | 'kų-čeq |
| he-Agt | me-Gol | goat Umk | sold |
| Act | Sit | Und | BT (Simple Past conjunct (exp)) |

He sold a goat to me.

Ṉe  ṭaku-la | ra | 'kų-soq na matq 'kų-soq-aq |
| I-Agt | friend-Gol | goat Umk | sold or not sold |
| Act | Sit | Und | BT (Simple Past disjunct) |

Did I sell a goat to a friend or not?

'khök-kiq  ṭaku-la | ra | 'kų-kenq |
| you-Agt | friend-Gol | goat Umk | sell |
| Act | Sit | Und | BT (Non-Past conjunct (act)) |

Do you sell a goat to a friend?

kotte  ṭaku-la | ra | 'kų-soq-aq |
| he-Agt | friend-Gol | goat Umk | sold |
| Act | Sit | Und | BT (Simple Past disjunct) |

Did he sell a goat to a friend?
CLAUSE PATTERNS IN LHOMI

'khök-kiq ŋa-la ra 'con-aq
you-Agt me-Gol goat Umk sold
Act Sit Und BT (tag question)
Did you sell me a goat?

kotte ŋa-la ra 'con-čun-aq
he-Agt me-Gol goat Umk sold
Act Sit Und BT (Simple Past conjunct (exp))
Did he sell me a goat?

ŋe taku-la ra 'con-kötq
I-Agt friend-Gol goat Umk sell
Act Sit Und BT (Present conjunct)
I am selling a goat to a friend. or I’ll sell a goat to a friend.

kotte taku-la ra 'con-kukq
he-Agt friend-Gol goat Umk sell
Act Sit Und BT (Present disjunct)
He is selling a goat to a friend.

papeq taku-la ra 'con-kötq
father-Agt friend-Gol goat Umk sell
Act Sit Und BT (Present conjunct)
My father is selling a goat to a friend. or My father has recently been selling goats to a friend.

'khök-kiq taku-la ra 'con-köp-paq
you-Agt friend-Gol goat Umk sell
Act Sit Und BT (Present conjunct)
Do you sell a goat to a friend?

kotte taku-la ra 'con-kuk-kaq
he-Agt friend-Gol goat Umk sell
Act Sit Und BT (Present disjunct)
Does he sell a goat to a friend?

VERBAL MARKERS IN THE SEMITRANSITIVE VERBS

ŋa 'khim-laq 'lip-enga
I Umk house-Gol came
Act Sit ST (Simple Past conjunct (act))
I arrived in the house.

khötq 'khim-laq 'lis-songa
You arrived in the house. (Simple Past disjunct)
kotta 'khim-laq 'lis-soŋ
He arrived in the house. (Simple Past disjunct)

khōtq 'khim-laq 'lič-čung
You arrived in the house while I was there. (Simple Past conjunct (exp))

kotta 'khim-laq 'lič-čung
He arrived in the house while I was there. (Simple Past conjunct (exp))

ŋa 'khim-laq 'lis-soŋ-a na matq lis-soŋ-aq
Did I arrive in the house or not? (Simple Past disjunct)

khōtq 'khim-laq 'lik-keng
Do you arrive in the house? (Non-Past conjunct (act))

kotta 'khim-laq 'lis-soŋ-aq
Did he arrive in the house? (Simple Past disjunct)

kotta 'khim-laq 'lič-čung-aq
Did he arrive in the house while I was there? (Simple Past conjunct (exp))

VERBAL MARKERS IN THE BIRECEPTIVE VERBS

ŋa tonpu-ni 'char-čung
I Umk tree-Abl fell
Und Sit BR
I fell from a tree. (Simple Past conjunct (exp))

khōtq tonpu-ni 'char-soŋ
You fell from a tree. (Simple Past disjunct)

kotta tonpu-ni 'char-soŋ
He fell from a tree. (Simple Past disjunct)

khōtq tonpu-ni 'char-čung
You fell from a tree right by me. (Simple Past conjunct (exp))

kotta tonpu-ni 'char-čung
He fell from a tree right by me. (Simple Past conjunct (exp))

ŋa tonpu-ni 'char-soŋ-aq
Did I fall from a tree? (Simple Past disjunct)

khōtq tonpu-ni 'char-čung-aq
Did you fall from a tree? (Simple Past conjunct (exp))
CLAUSE PATTERNS IN LHOMI

kotta tønpu-ni 'char-soŋ-aq  
Did he fall from a tree? (Simple Past disjunct)

ŋa tønpu-ni 'char-čuŋ-aq  
Did I fall from a tree on you? (Simple Past conjunct (exp))

kotta tønpu-ni 'char-čuŋ-aq  
Did he fall from a tree on you? (Simple Past conjunct (exp))

VERBAL MARKERS IN THE RECEPTIVE VERBS

ŋa  
khaa-soŋ / khaa-čuŋ  
I got tired. (Simple Past disjunct / conjunct (exp))

khotq  
khaa-soŋ  
You got tired. (Simple Past disjunct)

kotta  
khaa-soŋ  
He got tired. (Simple Past disjunct)

ŋa  
khaa-soŋ-a  
Did I get tired? (Simple Past disjunct)

khotq  
khaa-soŋ-a / khaa-čuŋ-a  
Did you get tired? (Simple Past disjunct / conjunct (exp))

kotta  
khaa-soŋ-a  
Did he get tired? (Simple Past disjunct)

čeppaq  
'čap-soŋ  
It rained. (Simple Past disjunct)

čeppaq  
'čap-čuŋ  
It rained while I was out. (Simple Past conjunct (exp))

čeppaq  
'čak-köp-pa  
Do you know if it is raining outside? (Present conjunct)

čeppaq  
'čak-kuk  
Yes, it is raining outside. (Present disjunct)

khök-kiq lupa-la cheppaq 'čak-köp-pa  
Does it rain in your country? (Present conjunct)
VERBAL MARKERS IN THE STATIVE VERBS (EVENTIVISED)

I made a mistake in the language. (Simple Past disjunct / Simple Past conjunct (exp))

You made a mistake in the language. (Simple Past disjunct)

He made a mistake in the language. (Simple Past disjunct)

Did I make a mistake in the language? (Simple Past disjunct / Simple Past conjunct (exp))

Did you make a mistake in the language? (Simple Past disjunct / Simple Past conjunct (exp))

Did he make a mistake in the language? (Simple Past disjunct)

VERBAL MARKERS IN THE BIATTRIBUTIVE VERBS

I have a house. (conjunct (exp))

You have a house. (disjunct)

He has a house. (disjunct)

Do we have a house? (conjunct (exp))

Do you have a house? (conjunct (exp))

Does he have a house? (disjunct)
### CLAUSE PATTERNS IN LHOMI

#### VERBAL MARKERS IN THE ATTRIBUTIVE VERBS

<table>
<thead>
<tr>
<th>Verbal Marker</th>
<th>Verbal Form</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>qa</td>
<td>Thötlukpaq</td>
<td>`yöt</td>
</tr>
<tr>
<td>I Umk</td>
<td><code>fat</code></td>
<td><code>is</code></td>
</tr>
<tr>
<td>Und</td>
<td>Compl</td>
<td>A</td>
</tr>
<tr>
<td>I am fat.</td>
<td><code>conjunct (exp)</code></td>
<td></td>
</tr>
<tr>
<td>khötq</td>
<td>Thötlukpaq</td>
<td><code>yök-ken pet</code></td>
</tr>
<tr>
<td>You are fat.</td>
<td><code>disjunct</code></td>
<td></td>
</tr>
<tr>
<td>kotta</td>
<td>Thötlukpaq</td>
<td><code>yök-ken pet</code></td>
</tr>
<tr>
<td>He is fat.</td>
<td><code>disjunct</code></td>
<td></td>
</tr>
<tr>
<td>qa</td>
<td>Thötlukpaq</td>
<td>tuk-ka</td>
</tr>
<tr>
<td>Am I fat?</td>
<td><code>disjunct</code></td>
<td></td>
</tr>
<tr>
<td>khötq</td>
<td>Thötlukpaq</td>
<td><code>yör-pa</code></td>
</tr>
<tr>
<td>Are you fat?</td>
<td><code>conjunct (exp)</code></td>
<td></td>
</tr>
<tr>
<td>kotta</td>
<td>Thötlukpaq</td>
<td><code>yök-ken pek-ka</code></td>
</tr>
<tr>
<td>Is he fat?</td>
<td><code>disjunct</code></td>
<td></td>
</tr>
<tr>
<td>qa</td>
<td>pempuq</td>
<td>hin / pet</td>
</tr>
<tr>
<td>I am the headman.</td>
<td><code>conjunct (exp) / disjunct</code></td>
<td></td>
</tr>
<tr>
<td>khötq</td>
<td>pempuq</td>
<td>pet</td>
</tr>
<tr>
<td>You are the headman.</td>
<td><code>disjunct</code></td>
<td></td>
</tr>
<tr>
<td>kotta</td>
<td>pempuq</td>
<td>pet</td>
</tr>
<tr>
<td>He is the headman.</td>
<td><code>disjunct</code></td>
<td></td>
</tr>
<tr>
<td>qa `totoq</td>
<td>pempuq</td>
<td>hin / pet</td>
</tr>
<tr>
<td>My elder brother is the headman.</td>
<td><code>conjunct (exp) / disjunct</code></td>
<td></td>
</tr>
<tr>
<td>khötq</td>
<td>pempuq</td>
<td>him-pa na</td>
</tr>
<tr>
<td>Are you the headman or not?</td>
<td><code>conjunct (exp)</code></td>
<td></td>
</tr>
<tr>
<td>kotta</td>
<td>pempuq</td>
<td>pek-ka</td>
</tr>
<tr>
<td>Is he the headman?</td>
<td><code>disjunct</code></td>
<td></td>
</tr>
<tr>
<td>khök-klq    `totoq</td>
<td>pempuq</td>
<td>him-pa na</td>
</tr>
<tr>
<td>Is your brother the headman?</td>
<td><code>conjunct (exp)</code></td>
<td></td>
</tr>
</tbody>
</table>
VERBAL MARKERS IN THE SEMIATTRIBUTIVE VERBS

\[ \text{ña} \quad \text{thanpuwaq} \quad \text{yöt} \]
\[ I \text{ Umk} \quad \text{well} \quad \text{is} \]
\[ \text{sit} \quad \text{SA} \]
\[ \text{I am well.} \quad \text{(conjunct (exp))} \]
\[ \text{kotta} \quad \text{thanpuwaq} \quad \text{'yök-ken pet} \]
\[ \text{He is well.} \quad \text{(disjunct)} \]
\[ \text{khótq} \quad \text{thanpuwaq} \quad \text{'yök-pa} \]
\[ \text{Are you well?} \quad \text{(conjunct (exp))} \]
\[ \text{kotta} \quad \text{thanpuwaq} \quad \text{'yök-ken 'pek-ka} \]
\[ \text{Is he well?} \quad \text{(disjunct)} \]

3. DERIVED PATTERNS

A clause is an inherent basic clause in the transitivity matrix if the following is true:
- The predicate consists of a simple verbal phrase without any optional expansion of the derivational system.
- All nuclear roles are present.
- Peripheral items are absent.

A clause that meets these requirements can be moved into another cell of the transitivity system by means of derivational rules. The result is a derived clause.

3.1 DERIVATIONAL RULES

Lhomi has basically four derivational rules:
1. Add an actor.
2. Delete an actor, an undergoer or a site.
3. Embed the basic clause within some other clause or constituent.
4. Shift the clause from event category to state category or vice versa.

The rules of addition and embedding are contrastive. A derived clause to which these rules have been applied contrasts with the original clause in the following ways:
- There is an addition of an actor or a change of status of a nuclear role.
- There is a change from one set of the transitivity system to another or a change from event category to state or vice versa.
There is a difference in the grammatical arrangement of the nuclear roles in relation to their grammatical function.

The rules of deletion and shift are non-contrastive.

3.1.1 Addition Rules

The addition rules include the transitive suppletion rule of eventive clauses (Tve) and the transitive suppletion rule of stative clauses (Tvs).

3.1.1.1 Transitive Suppletion of Eventive Clauses (Tve)

This rule is operative only within a subclass of verbs.

Rule:
Add an actor.
Modify the verb root.

Structural change:
The role of an actor is added. Where there is already an actor that is re-interpreted as an undergoer and a new actor is added. The new actor becomes the subject of the derived clause and the original subject becomes the object or the indirect object. The verb root goes through the following changes (the numbers refer to the examples that follow):

<table>
<thead>
<tr>
<th>Original clause 1, BR, R</th>
<th>Derived clause BT, T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb root lax $V_{rl}$, $V_{dl}$, $V_{d3}$</td>
<td>Verb root tense $V_{rl}$, $V_{dl}$, $V_{d3}$ (1-3)</td>
</tr>
<tr>
<td>Verb root lax $V_{dl}$</td>
<td>Verb root tense $V_{a5}$ (16)</td>
</tr>
<tr>
<td>Verb root lax $V_{rl}$</td>
<td>Verb root tense + vowel shift $V_{r2}$ (4)</td>
</tr>
<tr>
<td>Verb root lax and aspirated $V_{rl}$</td>
<td>Verb root tense and unaspirated $V_{rl}$ (5,6,8)</td>
</tr>
<tr>
<td>Verb root tense and aspirated $V_{rl}$, $V_{r2}$</td>
<td>Verb root tense and unaspirated $V_{r1}$, $V_{r2}$ (7)</td>
</tr>
<tr>
<td>Verb root tense and aspirated $V_{dl}$</td>
<td>Verb root tense and unaspirated $V_{al}$ (9,11)</td>
</tr>
<tr>
<td>Verb root tense and aspirated $V_{d1}$</td>
<td>Verb root tense and unaspirated $V_{r1}$ (10)</td>
</tr>
<tr>
<td>Verb root tense and aspirated $V_{dl}$</td>
<td>Verb root tense and unaspirated $V_{r2}$ (12)</td>
</tr>
</tbody>
</table>

There are basically three types of Lhomi verb roots on the basis of morphophonemic changes that take place when certain suffixes are attached...
to the root. They have been further subdivided on the basis of vowel shifts. When the transitive suppletion rule has been applied the type of the verb root may also be changed as to the tonal and vowel shifts. This has been marked on the previous page with the other modifications of the verb root. The following chart provides the key for different types of morphophonemic roots of Lhomi verbs:

<table>
<thead>
<tr>
<th>BASE</th>
<th>Past Stem</th>
<th>Imperative Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Va₁</td>
<td>Va₂</td>
<td>Va₃</td>
</tr>
<tr>
<td>VR₁</td>
<td>VD₁</td>
<td>VR₂</td>
</tr>
<tr>
<td>VR₂</td>
<td>VD₂</td>
<td>VR₃</td>
</tr>
<tr>
<td>VR₃</td>
<td>VD₃</td>
<td>VA₄</td>
</tr>
<tr>
<td>VR₄</td>
<td>VD₄</td>
<td>VA₅</td>
</tr>
<tr>
<td>VR₅</td>
<td>VD₅</td>
<td>VA₆</td>
</tr>
<tr>
<td>VR₆</td>
<td>VD₆</td>
<td>VA₇</td>
</tr>
<tr>
<td>VR₇</td>
<td>VD₇</td>
<td>VA₈</td>
</tr>
<tr>
<td>VR₈</td>
<td>VD₈</td>
<td>VA₉</td>
</tr>
</tbody>
</table>

Figure 15. Vowel shifts in Lhomi verbs.

The non-past stem has been chosen as the base. The subscript r refers to recessive stems that do not change their tonal pattern. It is the suffix that dominates the tonal pattern. The subscript d refers to dominant verb stems and their tonal pattern is dominated by the stem all the way through the paradigm. The subscript a refers to those stems that change their pitch contours depending on what suffix they are attached to. They are called assimilating stems. The numbers refer to the type of vowel change that takes place. In the Figure 15 the suffixes have been grouped into three groups because a stem may have up to three different vowels throughout the paradigm. (See more detailed treatment in Lhomi Phonemic Summary p. 53.)

1. **taku**
   - friend Umk
   - Act
   - The friend woke up.

   *(Tve)* kotte **taku**
   - he-Agt
   - friend Umk
   - Act
   - He woke up the friend.

2. **taku**
   - friend Umk
   - Act
   - The friend fell down.

   *(Vᵣ₁)*

   *(Vᵣ₁)*

   *(Vᵰ₁)*

   *(Vᵰ₁)*
3. 'phica child Umk slept
   Act I
   The child slept.

(Vd3)

4. 'mirek fire Umk burned
   Und R
   The fire burned.

(Vr1)

5. tossanq aluminium pot Umk got full
   Und R
   The aluminium pot got full.

(Vr1)

6. 'čhuq water Umk spilled
   Und R
   Water spilled.

(Vr1)

7. nančan-ki 'čhuq 'pōs-sonq water Umk spilled
   Act Und T
   The wife spilled the water.

(Vr1)
7. 'nukuq
   pen Umk
   Und
   The pen showed up by itself.

(Tve) Ṉe   'nukuq
      I-Agt pen Umk
      Act Und
      I pulled out a pen.

8. 'nukuq
   pen Umk
   Und
   The pen dropped out.

(Tve) Ṉe   'nukuq
      I-Agt pen Umk
      Act Und
      I picked up the pen.

9. 'čhuq
   water Umk
   Und
   The water boiled.

(Tve) kotte 'čhuq
       he-Agt water Umk
       Act Und
       He boiled the water.

10. šaq
    meat Umk
    Und
    The meat was weighed.

(Tve) kotte šaq
       he-Agt meat Umk
       Act Und
       He weighed the meat.

11. 'tuwaq
    porridge Umk
    Und
    The porridge is cooked.
(Tve) ṅe 'tuwaq cō-penq
  I-Agt porridge Umk cooked
  Act Und T
  I cooked the porridge.  \(V_{al}\)

12. 'šukuq 'čhes-sonq
   paper Umk was torn up
   Und R
   The paper was torn up.  \(V_{r1}\)

(Tve) takū 'šukuq 'čes-sonq
  friend-Agt paper Umk tore
  Act Und T
  The friend tore the paper.  \(V_{r2}\)

13. surti-laq 'mi  nga-a-son
    cigarette-Gol fire Umk glowed
    Sit Und BR
    The cigarette was glowing.  \(V_{dl}\)

(Tve) ṅe surti-laq 'mi nga-a-penq
  I-Agt cigarette-Loc fire Umk lit
  Act Sit Und BT
  I lit the cigarette.  \(V_{as}\)

3.1.1.2 Transitive Suppletion of Stative Clauses (Tvs)

This rule only applies to the attributive clause and to the semi-
attributive clause with locative site.

Rule:

Add an actor.
Replace the attributive verbs with the verb 'so 'to make'.

Structural change:

The rule stativises the clauses of the attributive set. As a result
the attributive and semiatributive clauses are moved into the cells of
the stative clause and the semistative clause respectively. The new
actor becomes the subject of the derived clause. The original subject
(und or sit) becomes the object or the indirect object of the new
clause. The following examples illustrate this:

'tuwaq kančaapaq tuk
  porridge Umk thick is
  Und A

The porridge is thick.
Mother has made the porridge thick.

It is dark in the house.

3.1.2 Deletion Rules

3.1.2.1 Site Deletion (Sd)

This rule can be applied to any clause that has a site. After deletion the site is still understood though it is absent from the surface structure. The item that is understood is put in parentheses.

Rule: Delete the site.

Structural change:

The rule moves the bitransitive, semitransitive, bireceptive, semireceptive, bistative, semistative, biattributive and semiattributive clauses into the transitive, intransitive, receptive, eventive, stative, descriptive, attributive and circumstantial cells respectively. Consider the following examples:

father-Agt friend-Goi goat Umk sold
Act Sit Und BT
Father sold the goat to a friend.

father-Agt goat Umk sold
Act Und T
Father sold the goat (to a friend).

The friend returned home.
(Sd)  
taku  
friend Umk  
Act  
The friend returned (home).

(Sd)  
taku  
friend Umk  
Und  
The friend was afraid (of the dog).

(Sd)  
khimq  
house Umk  
Und  
He has a house.

3.1.2.2 Undergoer Deletion (Ud)

This rule deletes the undergoer. It can be applied to all clauses that have an undergoer.

Rule: Delete the undergoer.

Structural change:

This rule moves the bitransitive and the transitive clauses into the semitransitive and the intransitive cells, the bireceptive and the receptive clauses into the semireceptive and eventive cells, the bistative and the stative clauses into the semistative and the descriptive cells and the biaattributive and the attributive clauses into the semiaattributive and the circumstantial cells respectively. Consider the following examples:

(ameq)  
mother-Agt  
child-Gol  
porridge Umk  
Act  
Sit  
Und  
Mother fed porridge to the child.
(Ud) ameq 'phica-la 'luk-sonq
mother-Agt child-Gol fed
Act Sit ST
Mother fed (porridge to) the child.

ηe čha 'sep-penq
I-Agt chicken Umk killed
Act Und T
I killed a chicken.

(Ud) ηe 'sep-penq
I-Agt killed
Act I
I killed (a chicken).

ηa khaa-sonq
I Umk got tired
Und R
I got tired.

(Ud) khaa-sonq got tired
E
(I) got tired.

mintokq lesi tuk
flower Umk beautiful is
Und A
The flower is beautiful.

(The flower) is beautiful.

3.1.2.3 Actor Deletion (Ad)

This rule deletes either an actor or a statant. It applies to all clauses that have an actor or a statant.

Rule: Delete the actor.

Structural change:

This rule moves the clauses of the transitive set into the corresponding cells of the receptive set and the clauses of the stative set into the corresponding cells of the attributive set. The deleted actor is understood. The subject is not shifted into another role but is simply absent. Consider the following examples:
3.1.3 CLAUSE PATTERNS IN LHOMI

Modal verbs are regarded as main verbs to which clauses are embedded. Some modals require a reinterpretation of a nuclear role of the clause to be embedded. This results in a double function of a role and the embedding is called double function embedding. The other kind of embedding found in Lhomi does not induce a double function of a role but the whole embedded clause functions in one single role the modal being the main verb. This we call a simple embedding.

3.1.3.1 Causative Modal (Cv)

Rule:
Change the verb of the clause to be embedded to the non-finite non-past stem with the purpose suffix -tu.
Add the modal verb cutq 'to cause' with an appropriate conjunct or disjunct ending.

kotte 'tuwaq se-son
he-Agt porridge Umk ate
Act Und T
He ate the porridge.

(Ad)
'tuwaq se-son
porridge Umk ate
Und R
(He) ate the porridge.

ηa 'tep-pen stayed
I Umk I
Act
I stayed.

(Ad)
'tep-pen stayed
E
(I) stayed.

ηe khimq 'uko 'thon-kenq pet
I-Agt house that Umk see
Sta Und S
(I) see that house.

(Ad) khimq 'uko 'thon-kenq pet
house that Umk see
Und A
(I) see that house.
Add an actor marked in ergative case.
Change the ergative or nominative marking of the original actor into
dative marker -la.
In the receptive clause change the nominative marking of the animate
undergoer into dative marker -la. In the bireceptive clause change
the nominative marking of the animate site or animate undergoer into
the dative marker -la.

Structural change:
This rule moves the bitransitive, the transitive, the semitransitive,
the intransitive, the bireceptive, the receptive with an animate under­
goer, and the stative clauses into the bitransitive cell. The receptive
clause with an inanimate undergoer is moved into the transitive cell.
After embedding the actor of the original clause functions as the site
of the derived clause and the rest of the clause functions as the under­
goer of the derived clause. When a bireceptive clause with an animate
site is embedded, the site functions in the same role in both clauses
and the rest of the embedded clause is reinterpreted as the undergoer
of the main clause. When a receptive clause with an animate undergoer
is embedded it results in double function. The undergoer of the em­
bedded clause functions as the goal site of the derived clause and the
rest of the clause is reinterpreted as the undergoer of the derived
clause. If the undergoer of the receptive clause is inanimate it
results in simple embedding and the whole clause functions as the under­
goer of the derived clause. The causative modal becomes the main verb
of the new derived clause. Consider the following examples:

\[
\begin{align*}
\text{ŋe} & \quad \text{'tomaŋ} & \quad \text{'To-pen} \\
\text{I-Agt} & \quad \text{book Umk} & \quad \text{read} \\
\text{Act} & \quad \text{Und} \\
\text{I read a book.}
\end{align*}
\]

\[
\begin{align*}
\text{papeq} & \quad \text{ŋa-la 'tomaŋ} & \quad \text{'Tok-tu} & \quad \text{'cūs-sonq} \\
\text{father-Agt me-Gol book Umk to read-non-finite purpose} & \quad \text{caused} \\
\text{Act} & \quad \text{Sit} & \quad \text{Und} & \quad \text{BT} \\
\text{Father caused me to read a book.}
\end{align*}
\]

\[
\begin{align*}
\text{aku Čekpaq} & \quad \text{I} \\
\text{uncle Čekpaq Umk} & \quad \text{sit down} \\
\text{Act} & \quad \text{I} \\
\text{Uncle Čekpaq sat down.}
\end{align*}
\]

\[
\begin{align*}
\text{ŋe} & \quad \text{aku Čekpa-laq} & \quad \text{'töt-tu} & \quad \text{'cūp-penq} \\
\text{I-Agt} & \quad \text{uncle Čekpaq-Gol to sit-non-finite purpose} & \quad \text{caused} \\
\text{Act} & \quad \text{Sit} & \quad \text{Und} & \quad \text{BT} \\
\text{I caused uncle Čekpaq to sit down.}
\end{align*}
\]
CLAUSE PATTERNS IN LHOMI

45

ŋa-la champaq 'čap-čunŋ
me-Gol cold Umk got
Sit Und BR

I got cold.

kotte ŋa-la champaq 'čak-tu 'čuč-čunŋ
he-Agt me-Gol cold Umk to get-non-finite purpose caused
Act Sit Und BT

He caused me to catch cold.

ŋa khaa-sonŋ
I got tired got tired

Und R

I got tired.

(Cv) takü ŋa-la khaa-tu 'čuč-čunŋ
friend me-Gol to get tired-non-finite purpose caused
Act Sit Und BT

A friend caused me to become tired.

čeppaq 'čap-sonŋ
rain Umk rained
Und R

It rained.

(Cv) lameq čeppaq 'čak-tu 'čuč-sonŋ
lama-Agt rain Umk to do-non-finite purpose caused
Act Und T

The lama caused it to rain.

ŋe kotta ŋo ši-kenq pet
I-Agt him Umk recognise
Sta Und S

I know that man.

(Cv) takü ŋa-la kotta ŋo ši-tuq 'čuč-čunŋ
friend-Agt me-Gol him Umk to know-non-finite purpose caused
Act Sit Und BT

A friend caused me to get to know that man.

3.1.3.2 Purpose Modal (Prp)

Rule:
Change the verb of the clause to be embedded to the non-finite non-past stem with the purpose suffix -tu.
Add one of the semitransitive verbs phinq 'to go', yoŋ 'to come', litq 'to arrive', lok 'to return' or čhon 'to come or to go
'(honorific)', with an appropriate conjunct or disjunct ending.
Delete the ergative marker.

Structural change:
This rule moves the bitransitive, the transitive, the semitransitive and the intransitive clauses into the semitransitive cell. The actor of the embedded clause is also the actor of the main clause and thus has double function. The rest of the embedded clause is reinterpreted as the site of the main clause. Consider the following examples:

\[
\begin{align*}
kotte & \quad 'Thi \quad ɭa-la \quad 'cən-čuŋq \\
he-Agt & \quad kukri \quad Umk \quad me-Gol \quad sold \\
Act & \quad Und \quad Sit \quad BT \\
\end{align*}
\]
He sold me a kukri.

\[
\begin{align*}
(Prp) \quad kotta & \quad 'Thi \quad ɭa-la \quad 'cən-tuq \quad 'lič-čuŋq \\
he \quad Umk & \quad kukri \quad Umk \quad me-Gol \quad to sell-non-finite purpose \quad came \\
Act & \quad Sit \quad \quad \quad \quad \quad ST \\
\end{align*}
\]
He came to sell me a kukri.

\[
\begin{align*}
\eta & \quad khimq \quad sö-pen \\
I-Agt & \quad house \quad Umk \quad built \\
Act & \quad Und \quad T \\
\end{align*}
\]
I built a house.

\[
\begin{align*}
(Prp) \quad \eta & \quad khimq \quad 'so-tu \quad 'phim-penq \\
I \quad Umk & \quad house \quad Umk \quad to build-non-finite purpose \quad went \\
Act & \quad Sit \quad \quad \quad \quad \quad ST \\
\end{align*}
\]
I went to build a house.

\[
\begin{align*}
\text{pempuq} & \quad \text{taku-la} \quad ku-soŋ \\
\text{head man-Agt} & \quad \text{friend-Gol} \quad waited \\
Act & \quad Und \quad ST \\
\end{align*}
\]
The headman waited for a friend.

\[
\begin{align*}
(Prp) \quad \text{pempuq} & \quad \text{taku-la} \quad 'kuk-tu \quad 'čhön-soŋ \\
\text{headman Umk} & \quad \text{friend-Gol} \quad to wait-non-finite purpose \quad came (honorific) \\
Act & \quad \quad \quad \quad \quad \quad ST \\
\end{align*}
\]
The headman came to wait for a friend.

3.1.3.3 Obligative Modal (Obl)

Rule:
Change the verb of the clause to be embedded to the non-finite non-past stem (base).
Add the modal verb 'ko 'to have to'.
Delete the ergative marker.
Structural change:

This rule moves the ditransitive, the transitive, the semitransitive, the intransitive, the bireceptive and the receptive clauses into the attributive cell. The result is a simple embedding where the whole clause is the undergoer of the derived clause, the obligatory modal being the main verb. Consider the following examples:

\[
\text{ameq} \quad \text{chōtma-la} \quad \text{chaq} \quad \text{'luk-soŋ} \\
\text{mother-Agt} \quad \text{gravy-Loc} \quad \text{salt} \quad \text{Umk} \quad \text{put} \\
\text{Act} \quad \text{Sit} \quad \text{Und} \quad \text{BT} \\
\text{Mother put salt into gravy.}
\]

\[
\text{(Obl)} \quad \text{amaq} \quad \text{chōtma-la} \quad \text{chaq} \quad \text{'lukq} \quad \text{'ko-ken pet} \\
\text{mother} \quad \text{Umk} \quad \text{gravy-Loc} \quad \text{salt} \quad \text{Umk} \quad \text{put-non-finite} \quad \text{have to} \\
\text{Und} \quad \text{A} \\
\text{Mother has to put salt into the gravy.}
\]

\[
\text{minpu} \quad \text{'loŋ-soŋ} \\
\text{younger brother} \quad \text{Umk} \quad \text{woke up} \\
\text{Act} \quad \text{I} \\
\text{Younger brother woke up.}
\]

\[
\text{(Obl)} \quad \text{minpu} \quad \text{'loŋ} \\
\text{brother} \quad \text{Umk} \quad \text{wake up-non-finite} \quad \text{has to} \\
\text{Und} \quad \text{A} \\
\text{Younger brother has to wake up.}
\]

\[
\text{'čeppaq} \quad \text{rain} \quad \text{Umk} \quad \text{did} \\
\text{Und} \quad \text{R} \\
\text{It rained.}
\]

\[
\text{(Obl)} \quad \text{'čeppaq} \quad \text{čak} \\
\text{rain} \quad \text{Umk} \quad \text{do-non-finite} \quad \text{has to} \\
\text{Und} \quad \text{A} \\
\text{It has to rain.}
\]

\[
\text{tuwaq} \quad \text{nōčča-la} \quad \text{'śon-soŋ} \\
\text{porridge} \quad \text{Umk} \quad \text{pot-Loc} \quad \text{fit} \\
\text{Und} \quad \text{Sit} \quad \text{BR} \\
\text{The porridge fitted into the pot.}
\]

\[
\text{(Obl)} \quad \text{tuwaq} \quad \text{nōčča-la} \quad \text{'śon} \\
\text{porridge} \quad \text{Umk} \quad \text{pot-Loc} \quad \text{fit-non-finite} \quad \text{has to} \\
\text{Und} \quad \text{A} \\
\text{The porridge has to fit into the pot.}
\]
3.1.3.4 'needed to' Modal (Nd)

Rule:
Change the verb of the clause to be embedded to the non-finite non-past verb stem (base).
Add the modal verb kö 'needed to'.
Delete the ergative marker in the bitransitive clauses and replace it with the dative marker in the transitive clauses.

Structural changes:
This rule moves the bitransitive, the transitive, the semitransitive and the intransitive and the receptive clauses into the bireceptive cell. The actor of the embedded clause is reinterpreted as the site of the derived clause and the rest of the embedded clause functions as the undergoer of the main clause. This is also a double function embedding. Consider the following examples:

'(totoq paalik 'kap-soŋ)
elder brother-Agt bamboo mat Umk put
Act Und T
Elder brother roofed the house.

(Nd) 'toto-laq paalik kopq kö-soŋ
elder brother-Gen mat Umk put-non-finite
Sit Und BR
Elder brother needed to roof the house.

kotta Thakuk-ki 'hok-la šu-soŋ
he Umk rock-Gen under-LOC descended
Act Sit ST
He descended under a big rock.

(Nd) kotta Thakuk-ki 'hok-la šuk kö-soŋ
defend- Gen under-LOC descended
he Umk rock-Gen under-LOC descend- non-finite
Sit Und BR
He needed to descend under a big rock.

takü nə-la ku-čuŋ
friend-Agt me-Gen
Act Und
The friend waited for me.

(Nd) taku nə-la kuk kö-soŋ
friend Umk me-Gen wait-non-finite
Sit Und BR
The friend needed to wait for me.
3.1.3.5 *'it is time to'* Modal (Iit)

Rule:
Change the verb of the clause to be embedded to the non-finite non-past verb stem (base).
Add the modal verb *ren* *'it is time to'*.  
Delete the ergative marker.

Structural changes:
This rule moves the bitransitive, transitive, the semitransitive and the intransitive clauses into the bireceptive cell. The clauses of the receptive set remain in the same cell of the transitivity matrix after embedding. The actor of the embedded clause is reinterpreted as the site of the derived clause and the rest of the clause functions as the undergoer of the main clause. In the clauses of the transitive set this rule is therefore double function embedding modal and in the clauses of the receptive set it is simple embedding. In the receptive set of clauses the whole embedded clause becomes an undergoer of the derived clause and the modal is the main verb. Consider the following examples:

(Iit)  omega  pha  tal)-enq  'ren-soŋ
I-Agt cows Umk  sent  it is time
Act Und  T
*It is time for me to send the cows up to the pastures.*

(Iit)  omega  pha  chamq  'ren-soŋ
I Umk cows Umk  walked  it is time
Act Und  I
*I took a walk.*

(Iit)  omega  chamq  tal)-enq  'ren-soŋ
I Umk walk-non-finite  became  it is time
Act Und  R
*The weather became really beautiful.*
It is time to have nice weather.

3.1.3.6 Physical Ability Modal (Pabl)

Rule:
Change the verb of the clause to be embedded to the non-finite non-verb stem (base).
Add the modal verb chuq or thuq 'to be able (physically)'.

Structural change:
This rule moves the bitransitive, the transitive, the semitransitive and the intransitive clauses into the stative cell. The actor is re-interpreted as the statant of the derived clause and the rest of the clause becomes the undergoer of the main clause. The modal verb is the main verb of the derived clause. Consider the following examples:

\[
\begin{align*}
\text{pa} & \text{peq} \quad \text{mōq} \\
\text{father-Agt} & \text{ploughing Umk} \\
\text{Act} & \text{Und} \\
\text{Father ploughed.}
\end{align*}
\]

\[
\begin{align*}
\text{p} & \text{apaq} \quad \text{mōq} \quad \text{mōtq} \\
\text{father} & \text{ploughing Umk} \quad \text{plough-non-finite} \\
\text{Sta} & \text{Und} \\
\text{Father is able to plough (physically).}
\end{align*}
\]

\[
\begin{align*}
\text{p} & \text{hpice} \quad \text{\'nukuq} \quad \text{tepāl-kiq} \quad \text{thok-laq} \\
\text{child-Agt} & \text{pen Umk} \quad \text{table-Gen} \quad \text{top-Loc} \\
\text{Act} & \text{Und} \quad \text{Sit} \\
\text{The child put the pen on the top of the table.}
\end{align*}
\]

\[
\begin{align*}
\text{p} & \text{hpice} \quad \text{\'nukuq} \quad \text{tepāl-kiq} \quad \text{thok-laq} \quad \text{\'šok} \\
\text{child-Agt} & \text{pen Umk} \quad \text{table-Gen} \quad \text{top-Loc} \quad \text{put-non-finite} \\
\text{Sta} & \text{Und} \\
\text{The child is able to put the pen on the top of the table.}
\end{align*}
\]

\[
\begin{align*}
\text{ap} & \text{i} \\
\text{aunt Umk} \\
\text{Act} \\
\text{Aunt got up.}
\end{align*}
\]

\[
\begin{align*}
\text{ap} & \text{i} \quad \text{loq} \\
\text{aunt Umk} \quad \text{get up-non-finite} \\
\text{Sta} & \text{Und} \\
\text{Aunt is able to get up (physically).}
\end{align*}
\]
3.1.3.7 Learned Ability Modal (Labl)

Rule:
Change the verb of the clause to be embedded to the non-finite non-past verb stem (base).
Add the modal verb ʂiq 'to be able (having learned)'.

Structural change:
This rule moves the bitransitive, the transitive, the semitransitive and the intransitive clauses into the stative cell. The actor is re-interpreted as the statant of the derived clause and the rest of the clause becomes the undergoer of the main clause. The modal verb is the main verb of the derived clause. Consider the following examples:

(Labl) ʂe  paa1i k
I-Agt bamboo mat Umk
Act Und
I wove a bamboo mat.

I know how to weave bamboo mats."

3.1.3.8 Permissive Modal (Pm)

Rule:
Change the verb of the clause to be embedded to the non-finite non-past verb stem with the suffix -če.
Add the permissive modal verb yon 'is allowed, to have a chance'.

Structural changes:
This rule moves the bitransitive, the transitive, the semitransitive and the intransitive clauses into the stative cell. The actor of the embedded clause becomes the statant of the derived clause and the rest of the clause functions as the undergoer of the main clause. Therefore this is also a double function embedding modal. The modal verb is the
main verb of the derived clause. Consider the following examples:

(Im) kotte 'phica-la 'tuwaq 'luk-soq
he-Agt child-Gol porridge Umk fed
Act Sit Und BT
He fed porridge to the child.

(Pm) kotte 'phica-la 'tuwaq 'luk-čeq 'yoŋ-ken pet
he-Agt child-Gol porridge Umk feed-non-finite is allowed
Sta Und S
He is allowed to feed porridge to the child.

3.1.3.9 'like to' Modal (Im)

Rule:
Change the verb of the clause to be embedded to the non-finite non-past verb stem with the concurrent action suffix -kin.
Add the modal verb thetq 'like to'.
Delete the ergative marker.

Structural change:
This rule moves the bitransitive, the transitive, the semitransitive and the intransitive clauses into the stative cell. The actor of the embedded clause becomes the statant of the derived clause and the rest of the clause functions as the undergoer of the main clause. Therefore this also is a double function embedding modal. The modal verb is the main verb of the derived clause. Consider the following examples:
3.1.4 Shifting Rules

The shifting rules change a clause from one discourse category to another. This means that basically stative clause can be eventivised and vice versa. There are two kinds of shifting rules, eventivisation rule and stativisation rule. The shifting rules are non-contrastive.

3.1.4.1 Eventivisation (Ev)

Rule:
Replace the stative tense/aspect marker with the eventive tense/aspect marker in the stative set of clauses. In the clauses of the attributive set replace the attributive verb with the eventive verb źhuq 'to become' with appropriate eventive tense aspect markers (in the biattributive clauses specific verbs are needed to eventivise them).

Structural change:
This rule moves the clauses of the stative set into the transitive set. The statant becomes the actor of the new clause. The basically stative verb gets an additional component of meaning, 'got to know, got to recognise, got to see'. The attributive and the semiatributive clauses are moved into the receptive and the semireceptive cells respectively. The attributive verb 'to be' is changed to 'to become'. Consider the following examples:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Action</th>
<th>Tense/Aspect Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>child-Gol porridge</td>
<td>fed</td>
<td>BT</td>
</tr>
<tr>
<td>I</td>
<td>Umk</td>
<td>sit</td>
<td>Und</td>
</tr>
</tbody>
</table>

I fed the baby with porridge.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Action</th>
<th>Tense/Aspect Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>child-Gol porridge</td>
<td>like to</td>
<td>concurrent</td>
</tr>
<tr>
<td>I</td>
<td>Umk</td>
<td>sit</td>
<td>Und</td>
</tr>
</tbody>
</table>

I like to feed the baby with porridge.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Action</th>
<th>Tense/Aspect Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>mįnu</td>
<td>brother Umk</td>
<td>returned</td>
<td>ST</td>
</tr>
<tr>
<td>Act</td>
<td>house-Loc</td>
<td>sit</td>
<td>ST</td>
</tr>
</tbody>
</table>

Younger brother returned home.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Action</th>
<th>Tense/Aspect Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>mįnu</td>
<td>brother Umk</td>
<td>like to</td>
<td>concurrent</td>
</tr>
<tr>
<td>Act</td>
<td>house-Loc</td>
<td>sit</td>
<td>Und</td>
</tr>
</tbody>
</table>

Younger brother would like to go home.
I know your friend.

I got to know your friend.

Father makes mistakes in writing.

Father made a mistake in writing.

The skirt is black.

The skirt became black.

It became dark in the city.

3.1.4.2 Stativisation (Sv)

Rule:
Replace the eventive tense/aspect marker with a stative tense/aspect marker.

Structural change:
This rule moves the bitransitive, the transitive, the semitransitive
and the intransitive clauses into the corresponding cells in the stative set. The bireceptive and the receptive clauses are moved into the biattributive and the attributive cells respectively. The clause is shifted from event category into state category. The rule is non-contrastive. Consider the following examples:

\[
\begin{align*}
'p\text{hica} & \quad \eta\text{-soŋ} \\
\text{child Umk} & \quad \text{wept} \\
\text{Act} & \quad \text{I} \\
& \quad \text{The child wept.}
\end{align*}
\]

\[
\begin{align*}
(Sv) \quad 'p\text{hica} & \quad \eta\text{-tuk} \\
\text{child Umk} & \quad \text{has wept} \\
\text{Sta} & \quad \text{S} \\
& \quad \text{The child has wept.}
\end{align*}
\]

\[
\begin{align*}
't\text{uwaq} & \quad \text{chö-soŋq} \\
\text{porridge Umk} & \quad \text{is done} \\
\text{Und} & \quad \text{R} \\
& \quad \text{The porridge is cooked.}
\end{align*}
\]

\[
\begin{align*}
(Sv) \quad 't\text{uwaq} & \quad \text{chö-tukq} \\
\text{porridge Umk} & \quad \text{has been cooked} \\
\text{Und} & \quad \text{S} \\
& \quad \text{The porridge has been cooked.}
\end{align*}
\]

3.2 DERIVATIONAL SYSTEM

The set of the derivational rules that has been introduced will now be applied to the basic clause patterns of the transitivity system. The different derivational history of each pattern will provide further evidence for setting up the eleven basic patterns of the Lhomi clauses. Figure 16 displays the derivations of the Lhomi basic clauses. The basic clause patterns are listed on the top line of the chart and the rules in the left hand column. Asterisk marks non-basic clause pattern. Not all the rules of embedding are included in the sample derivations. We have chosen five of them for sample derivations. Figure 17 lists all the restrictions. Therefore one has to consult both charts while applying the derivational rules.
The following remarks apply to all basic clauses:
1. The same rule can never be applied twice successively.
2. Rules a, b, f, g, h, i, j and l only apply to inherent clauses.
3. Rule m is always terminal for a derivation.
4. After either rule a or b has applied to an inherent clause, an embedding rule that may apply to it treats it as an inherent clause.

5. No permutation of rules is allowed if it results in the same derived clause.

6. Shifting rule k only applies to clauses that are in state category and respectively the rule m only applies to clauses that are in event category.

7. When k has applied m cannot be applied in the same derivation.

3.2.1 Sample Derivations of the Basic Bitransitive Clause

<table>
<thead>
<tr>
<th>BT</th>
<th>ameq 'phica-la 'tuwaq 'luk-soŋq</th>
<th>Act Sit Und BT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Mother fed the child with porridge.</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>m</th>
<th>BS ameq 'phica-la 'tuwaq 'luk-tukq</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Act Sit Und BS</td>
</tr>
<tr>
<td></td>
<td><em>Mother has been feeding the child with porridge.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>j</th>
<th>S amaq 'phica-la 'tuwaq 'luk-kinq 'thek-kukq</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sta Und S</td>
</tr>
<tr>
<td></td>
<td><em>Mother likes to feed the child with porridge.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>je</th>
<th>A 'phica-la 'tuwaq 'luk-kinq 'thek-kukq</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Und S</td>
</tr>
<tr>
<td></td>
<td><em>(Mother) likes to feed the child with porridge.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>jed</th>
<th>C 'thek-kukq</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Mother) likes <em>(to feed the child with porridge).</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>jedk</th>
<th>E 'thes-soŋq</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Mother) liked <em>(to feed the child with porridge).</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>jk</th>
<th>T amaq 'phica-la 'tuwaq 'luk-kinq 'thes-soŋq</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Act Und T</td>
</tr>
<tr>
<td></td>
<td><em>Mother liked to feed the child with porridge.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>jke</th>
<th>R 'phica-la 'tuwaq 'luk-kinq 'thes-soŋq</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Und R</td>
</tr>
<tr>
<td></td>
<td><em>(Mother) liked to feed the child with porridge.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>i</th>
<th>S ameq 'phica-la 'tuwaq lukq</th>
<th>§i-kenq pet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sta Und S</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Mother knows how to feed the child with porridge.</em></td>
<td></td>
</tr>
</tbody>
</table>
(Mother) knows how to feed the child with porridge.

(Mother) knows (how to feed the child with porridge).

(Mother) got to know (how to feed the child with porridge).

Mother knows (how to feed the child with porridge).

Mother got to know (how to feed the child with porridge).

Mother got to know how to feed the child with porridge.

Mother needed to feed the child with porridge.

Mother needed (to feed the child with porridge).

(Mother) needed (to feed the child with porridge).

(Mother) needed to feed the child with porridge.

(Mother) needs to feed the child with porridge.
CLAUSE PATTERNS IN LHOMI

hm BA amaq 'phica-la 'tuwaq lukq kö-tuk
   Sit Und BA
   Mother needs to feed the child with porridge.

g ST amaq 'phica-la 'tuwaq 'luk-tuq sonq
   Act Sit ST
   Mother went to feed the child with porridge.

ge SR 'phica-la 'tuwaq 'luk-tuq sonq
   Sit SR
   (Mother) went to feed the child with porridge.

gec E sonq
   E
   (Mother) went (to feed the child with porridge).

gecm C 'sonq-tukq
   C
   (Mother) has gone (to feed the child with porridge).

gc I amaq sonq
   Act I
   Mother went (to feed the child with porridge).

gcm D amaq 'sonq-tukq
   Sta D
   Mother has gone (to feed the child with porridge).

gm SS amaq 'phica-la 'tuwaq 'luk-tuq 'sonq-tukq
   Sta Sit SS
   Mother has gone to feed the child with porridge.

gem SA 'phica-la 'tuwaq 'luk-tuq 'sonq-tukq
   Sit SA
   (Mother) has gone to feed the child with porridge.

f BT papeq ama-laq 'phica-la 'tuwaq 'luk-tuq 'cūs-sonq
   Act Sit Und BT
   Father caused mother to feed the child with porridge.

fe BR ama-laq 'phica-la 'tuwaq 'luk-tuq 'cūs-sonq
   Sit Und BR
   (Father) caused mother to feed the child with porridge.

fed SR ama-laq 'cūs-sonq
   Sit SR
   (Father) caused mother (to feed the child with porridge).
(Father) caused (mother to feed the child with porridge).

(Father) has caused (mother to feed the child with porridge).

Father caused mother (to feed the child with porridge).

Father caused (mother to feed the child with porridge).

Father has caused (mother to feed the child with porridge).

Father caused (mother) to feed the child with porridge.

(Father) has caused (mother) to feed the child with porridge.

(Father) caused (mother) to feed the child with porridge.

Father has caused mother to feed the child with porridge.

(Father) has caused mother to feed the child with porridge.

(Father) has caused (mother) to feed the child with porridge.
CLAUSE PATTERNS IN LHOMI

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Structure</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>fdm</td>
<td>SS papeq ama-laq</td>
<td>'cüt-tukq SS</td>
</tr>
<tr>
<td>e</td>
<td>BR 'phica-la 'tuwaq</td>
<td>'luk-sonq BR</td>
</tr>
<tr>
<td>ed</td>
<td>SR 'phica-la</td>
<td>'luk-sonq SR</td>
</tr>
<tr>
<td>edc</td>
<td>E (Mother) fed the child with porridge.</td>
<td></td>
</tr>
<tr>
<td>edc'm</td>
<td>C (Mother) has fed (the child with porridge).</td>
<td></td>
</tr>
<tr>
<td>ec</td>
<td>R 'tuwaq</td>
<td>'luk-sonq R</td>
</tr>
<tr>
<td>ecm</td>
<td>A 'tuwaq</td>
<td>'luk-tukq A</td>
</tr>
<tr>
<td>edm</td>
<td>SA 'phica-la</td>
<td>'luk-tukq SA</td>
</tr>
<tr>
<td>em</td>
<td>BA 'phica-la 'tuwaq</td>
<td>'luk-tukq BA</td>
</tr>
<tr>
<td>d</td>
<td>ST 'phica-la</td>
<td>'luk-sonq ST</td>
</tr>
<tr>
<td>dc</td>
<td>I 'phica-la</td>
<td>'luk-sonq I</td>
</tr>
<tr>
<td>dm</td>
<td>SS 'phica-la</td>
<td>'luk-tukq SS</td>
</tr>
</tbody>
</table>

Father has caused mother (to feed the child with porridge).

(Mother) fed the child with porridge.

(Mother) fed the child (with porridge).

(Mother) fed (the child with porridge).

(Mother) has fed (the child with porridge).

(Mother) fed (the child) with porridge.

(Mother) has fed (the child) with porridge.

(Mother) has fed the child with porridge.

(Mother) has fed the child (with porridge).

Mother fed the child (with porridge).

Mother fed (the child with porridge).

Mother has fed the child (with porridge).
3.2.2 Sample Derivations of the Basic Receptive Clause

R	taku
Und	čhaa-sonq
R
The friend felt cold.

m	A
taku
Und	čhaa-tukq
A
The friend has been feeling cold.

h	BR
taku-la	čhaaq
Sit
Und	kō-sonq
BR
The friend had to feel cold.

hc	R	čhaaq
Und	kō-sonq
R
(The friend) had to feel cold.

hcd	E	kō-sonq
E
(The friend) had (to feel cold).

hcdm	C	kō-tuk
C
(The friend) has had (to feel cold).

hm	BA
taku-la	čhaaq
Sit
Und	kō-tuk
BA
The friend has had to feel cold.

hcm	A	čhaaq
Und	kō-tuk
A
(The friend) has had to feel cold.

f	BT	papeq
taku-la	čhaa-tuq
Act
Sit
Und	'cus-sonq
BT
Father caused the friend to feel cold.
(Father) caused the friend to feel cold.

(Father) caused the friend (to feel cold).

(Father) has caused the friend (to feel cold).

Father caused the friend (to feel cold).

Father has caused the friend to feel cold.

Father has caused the friend to feel cold.

(Father) has caused the friend to feel cold.

(Friend) felt cold.

(Friend) has been feeling cold.

3.2.3 Sample Derivations of the Basic Stative Clause

S api-ki toŋpu 'uko 'thon-kenq pet
Sta Und S
Grandmother sees that tree.

T api-ki toŋpu 'uko 'thon-konq
Sta Und T
Grandmother got to see that tree.

R toŋpu 'uko 'thon-konq
Und R
(Grandmother) got to see that tree.
ked E 'thon-sonq
   E (Grandmother) got to see (that tree).
kd I api-ki 'thon-sonq
Act I Grandmother got to see (that tree).
e A tonpu 'uko 'thon-kenq pet
Und A (Grandmother) sees that tree.
ed C 'thon-kenq pet
   C (Grandmother) sees (that tree).
d D api-ki 'thon-kenq pet
Sta D Grandmother sees (that tree).

3.2.4 Sample Derivations of the Basic Semiatributive Clause

SA 'khim-kiq naŋ-la nakq 'thiŋiq tuk
  Sit SA It is dark in the house.

SR 'khim-kiq naŋ-la nakq 'thiŋiq 'čhuŋ-sonq
  Sit SR It became dark in the house.

lc E nakq 'thiŋiq 'čhuŋ-sonq
  E It became dark (in the house).

 lcm C nakq 'thiŋiq 'čhuŋ-tuk
  C It has become dark (in the house).

lm SA 'khim-kiq naŋ-la nakq 'thiŋiq 'čhuŋ-tuk
  Sit SA It has become dark in the house.

c C nakq 'thiŋiq tuk
  C It is dark (in the house).

b SS kotte 'khim-kiq naŋ-la nakq 'thiŋiq sö-tuk
  Sta Sit SS He has made it dark in the house.
<table>
<thead>
<tr>
<th>bk</th>
<th>ST</th>
<th>kotte</th>
<th>'khim-kiq naŋ-la nakq 'thiŋiq</th>
<th>sö-soŋ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Act</td>
<td>Sit</td>
<td>He made it dark in the house.</td>
<td></td>
</tr>
<tr>
<td>bkj</td>
<td>S</td>
<td>kotta</td>
<td>'khim-kiq naŋ-la nakq 'thiŋiq 'so-kin 'thek-kukq</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Sta</td>
<td>Und</td>
<td>He likes to make it dark in the house.</td>
<td></td>
</tr>
<tr>
<td>bkje</td>
<td>A</td>
<td>'khim-kiq naŋ-la nakq 'thiŋiq 'so-kin 'thek-kukq</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Und</td>
<td></td>
<td>(He) likes to make it dark in the house.</td>
<td></td>
</tr>
<tr>
<td>bkjed</td>
<td>C</td>
<td></td>
<td>'thek-kukq</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>(He) likes (to make it dark in the house).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bki</td>
<td>S</td>
<td>kotte</td>
<td>'khim-kiq naŋ-la nakq 'thiŋiq 'so- kin 'ši-kenq pet</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Sta</td>
<td>Und</td>
<td>He can make it dark in the house.</td>
<td></td>
</tr>
<tr>
<td>bkie</td>
<td>A</td>
<td>'khim-kiq naŋ-la nakq 'thiŋiq 'so-kin 'ši-kenq pet</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Und</td>
<td></td>
<td>(He) can make it dark in the house.</td>
<td></td>
</tr>
<tr>
<td>bkied</td>
<td>C</td>
<td></td>
<td>'ši-kenq pet</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>(He) can (make it dark in the house).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkid</td>
<td>D</td>
<td>kotte</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sta</td>
<td></td>
<td>He can (make it dark in the house).</td>
<td></td>
</tr>
<tr>
<td>bkh</td>
<td>BR</td>
<td>kotta-la</td>
<td>'khim-kiq naŋ-la nakq 'thiŋiq 'so- kin</td>
<td>kö-soŋ</td>
</tr>
<tr>
<td></td>
<td>Sit</td>
<td>Und</td>
<td>He needed to make it dark in the house.</td>
<td></td>
</tr>
<tr>
<td>bkhdc</td>
<td>E</td>
<td></td>
<td></td>
<td>kö-soŋ</td>
</tr>
<tr>
<td></td>
<td>(He) needed (to make it dark in the house).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Text</td>
<td>Translation &amp; Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkhc</td>
<td>'khim-kiq naŋ-la nakq 'thiŋiq 'so kō-sonŋ Und</td>
<td><em>(He) needed to make it dark in the house.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkhcm</td>
<td>'khim-kiq naŋ-la nakq 'thiŋiq 'so kō-tuk Und</td>
<td><em>(He) has needed to make it dark in the house.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkhm</td>
<td>ko-tta-la 'khim-kiq naŋ-la nakq 'thiŋiq 'so kō-tuk Sit Und</td>
<td><em>He has needed to make it dark in the house.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkhd</td>
<td>ko-tta-la</td>
<td><em>He has needed (to make it dark in the house).</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkgc</td>
<td>ko-tta 'khim-kiq naŋ-la nakq 'thiŋiq 'so-tu sonŋ Act</td>
<td><em>He went to make it dark in the house.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkgec</td>
<td>'khim-kiq naŋ-la nakq 'thiŋiq 'so-tu sonŋ Sit</td>
<td><em>(He) went to make it dark in the house.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkgc</td>
<td>ko-tta 'khim-kiq naŋ-la nakq 'thiŋiq 'so-tu sonŋ Sit</td>
<td><em>(He) went to make it dark in the house.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkgm</td>
<td>'soŋ-tukq</td>
<td><em>(He) has gone (to make it dark in the house).</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkgc</td>
<td>ko-tta 'khim-kiq naŋ-la nakq 'thiŋiq 'so-tu sonŋ Act</td>
<td><em>He went (to make it dark in the house).</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkgm</td>
<td>'soŋ-tukq</td>
<td><em>He has gone (to make it dark in the house).</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkgm</td>
<td>'soŋ-tukq</td>
<td><em>(He) has gone to make it dark in the house.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkgm</td>
<td>'soŋ-tukq</td>
<td><em>(He) has gone to make it dark in the house.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bkgm</td>
<td>'soŋ-tukq</td>
<td><em>(He) has gone to make it dark in the house.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Father caused him to make it dark in the house.

(Father) caused him to make it dark in the house.

(Father) caused him (to make it dark in the house).

(Father) caused (him to make it dark in the house).

(Father) has caused (him to make it dark in the house).

Father caused him (to make it dark in the house).

Father caused (him to make it dark in the house).

Father has caused (him to make it dark in the house).

Father caused (him) to make it dark in the house.

Father has caused (him) to make it dark in the house.

(Father) caused (him) to make it dark in the house.

(Father) has caused (him) to make it dark in the house.
In the following section we will deal with those grammatical surface markers that signal differences in tense, person, experience, aspect, modality, mood and certain reactions and expectations of the speaker. This does not mean that each of these categories would have one grammatical marker. Rather one single morpheme may signal both tense and aspect.
4.1 VERBAL PHRASE

Much work remains to be done on Lhomi verbal phrase. We have only included as much as we know so far and what is relevant from the point of view of the clause. Therefore this part is meant to be very tentative.

![Diagram of verbal phrase structure]

Figure 18. Lhomi verbal phrase without auxiliaries (± means optional).

4.2 TENSE

Tense relates the time of a given clause to the time of the context. There are at least five different ways in Lhomi to signal it: verb stem, finite suffix of the verb, negative word, time adverb and the context. Any combination of these five may take part in signalling the tense. Very rarely does only one alone signal the tense.

Each verb may have three phonologically different stems (see Figure 15, p. 36). Some verbs have only two and some may have all alike. These three different stems have been labelled as non-past (base), past stem and imperative stem. Lhomi verb stem is a free morpheme on which up to two suffixes can be attached. One verb suffix only combines with one of the three verb stems. There are four tenses in Lhomi: simple past, remote past, present and non-past. Figure 20 displays how the stems combine with the tenses.
4.2.1 Simple Past Tense

Simple past tense describes a terminated event. It is the backbone tense of those narratives in which the narrator has actually seen the events taking place. This requirement of eyewitness must be met. The use of this tense overlaps with the remote past tense because simple past tense can be used for events that have taken place in the remote past. On the other hand it can also be used for events that have taken place immediately before they are related. If the event is non-punctilliar (raining, getting tired) this tense may be used even before the process is over. Consider following examples (see also note 4, p. 100).

\( \eta e 't u w a q \)  
I didn't eat. (Simple Past conjunct (act))

\( \check{c} e p p a q \)  
It rained. or It started to rain. (Simple Past disjunct)

\( \eta a \)  
I got tired now. (Simple Past disjunct)

\( \eta a ' t a q \)  
I got tired yesterday. (Simple Past disjunct)

\( \eta a ' t o q p u - n i \)  
I fell down from a tree just now or a few days ago. (Simple Past conjunct (exp))

\( \eta a ' k h e n n u p q ' t o q p u - n i \)  
I fell down from a tree the day before yesterday. (Simple Past conjunct (exp))
4.2.2 Remote Past Tense

The remote past tense marker is the non-finite suffix -pa plus auxiliary pet. The suffix is attached to the past stem of the verb. This tense is also an eventive tense. It is used for events that took place in the remote past and about which the relator has normally an eyewitness report. The remote past tense may also be used as the backbone tense of some historical narratives which are supposed to be true and the relator firmly believes that the events of the story have taken place and are true. In such a case he may not have actually seen the events. This tense is impersonal in the sense that none of the conjunct markers combines with it. Consider the following examples (the remote past tense marker is underlined):

ŋa yō 'lo-la kī-paq pet
I was born in the bean year. (Remote past)

papeq khimq 'hiko khaccanq sō-pa pet
The father has built this house long ago. (Remote past)

4.2.3 Present Tense

The present tense is a stative tense. This tense covers present and immediate future but may also mean recent iterative depending on the context. The present tense marker combines with the non-past stem. The present conjunct is marked by -köt and present disjunct by -kuk. The latter always requires eyewitness and the time is either present or past iterative. The time of the present conjunct can range from immediate future to past iterative. Consider the following examples (the markers are underlined):

'phica 'ŋu-kuk
Baby is crying (now). (Present disjunct)

ŋe 'Thopu khimq 'so-kuk
My friend is building a house (now). or Recently my friend has been building a house. (Present disjunct)

ameq raari 'tak-kötq
My mother is weaving a blanket (now). or Recently my mother has been weaving a blanket. (Present conjunct)
4.2.4 Non-past Tense

Non-past tense is a stative tense too. The range of time may cover present, immediate future and distant future. The non-past conjunct (act) is marked by -ken and non-past disjunct is marked by -ken plus attributive verb pet. Both markers combine with the non-past stem. Again we have the same marker marking the tense and the person. Consider the following examples (markers are underlined):

naanq luk thöq-kenq pet
The day after tomorrow the sheep are going to come. (Non-past disjunct)

ŋa čha 'sök-kenq
I'll kill a chicken (now). or I'll kill a chicken some time in future.
(Non-past conjunct (act))

ĉheppaq 'čak-kenq pet
It rains. or It will rain. (Non-past disjunct)

kha-la 'To-ken
Where are you going (now)? (Non-past conjunct (act))

4.3 PERSON

In the section 2.3.3 we have discussed in detail the role markers in the Lhomi verb. The number is never marked in the verb. Figure 21 lists all person markers found so far in the Lhomi verb. Note that these markers do not only signal person and experiencer versus non-experiencer but also tense, aspect, eyewitness etc. Illustrations for these markers can be found in section 2.3.3 of this paper.
<table>
<thead>
<tr>
<th>COMBINES WITH</th>
<th>LABEL</th>
<th>FINITE SUFFIX</th>
<th>NON-FINITE SUFFIX</th>
<th>AUXILIARY</th>
<th>ATTR. VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>non-past stem</td>
<td>non-past conjunct(act)</td>
<td>-ken</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-past stem</td>
<td>non-past conjunct</td>
<td></td>
<td>-ken</td>
<td></td>
<td>pet</td>
</tr>
<tr>
<td>non-past stem</td>
<td>present conjunct</td>
<td></td>
<td>-kot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-past stem</td>
<td>present conjunct</td>
<td></td>
<td>-kuk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-past stem</td>
<td>cont. asp. conjunct(act)</td>
<td></td>
<td>-kin</td>
<td></td>
<td>yot</td>
</tr>
<tr>
<td>non-past stem</td>
<td>cont. asp. conjunct(exp)</td>
<td></td>
<td></td>
<td></td>
<td>'{yö̱k-ken pet tuk</td>
</tr>
<tr>
<td>past stem</td>
<td>simple past conjunct(act)</td>
<td></td>
<td>-pen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>past stem</td>
<td>simple past conjunct(exp)</td>
<td></td>
<td>-צו̱ŋ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>past stem</td>
<td>simple past conjunct</td>
<td></td>
<td>-so̱ŋ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>past stem</td>
<td>stative past conjunct</td>
<td></td>
<td>-tuk</td>
<td></td>
<td>'{yö̱t hin</td>
</tr>
<tr>
<td>past stem</td>
<td>attributive conjunct(act)</td>
<td></td>
<td></td>
<td></td>
<td>'{yö̱k-ken pet tuk</td>
</tr>
<tr>
<td>past stem</td>
<td>attributive conjunct(exp)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 21. Chart of agreement markers in Lhomi verbs.

4.4 ASPECT

Aspect markers function as event modifiers. They indicate the distribution of an event or a state in time. Figure 22 lists some of the aspect markers in Lhomi verbal phrase.
4.4.1 Completive Aspect

Completive aspect indicates that the event or action is completed. Therefore this aspect only combines with the simple past and remote past tenses. The completive aspect makes use of two different auxiliaries. With the auxiliary *khurq* the reference is to time or event whereas with the auxiliary *charq* the reference is to action. The latter one only combines with the action verbs. Both auxiliaries are used with the verbs of the transitive and the receptive set. Only time completive auxiliary can be used to eventivise a stative verb. Consider the following examples (markers and auxiliaries are underlined):

- *papaq 'khim-laq 'lok-na 'khur-aq pet*
  *Father has returned home.*

- *pha Thaako-la 'char-naq 'khur-sonq*
  *The cow fell from a cliff.*

- *'tuwaq se char-enq*
  *I finished eating.*

- *roso le 'cimun-laq ce char-aq pet*
  *They have reached the top of the mountain.*
4.4.2 Concurrent Aspect

The concurrent aspect indicates that two actions are going on at the same time. This is manifested in the subordinate clause by the concurrent aspect marker -kin which is suffixed to the non-past stem. The tense of the latter verb determines the time location of the whole construction. Consider the following examples (marker underlined):

\[ \eta \quad 'tök-kin \quad 'tök-kin \quad 'yọŋ-en \]
I sat down frequently while I was coming.

\[ \eta \quad 'khim-tuq \quad sa-kin \quad 'tes-soŋ \]
While eating they stayed in the house.

\[ \eta \quad 'ki-laq \quad či-kin \quad či-kin \quad 'phim-penq \]
While I was coming I was afraid of a dog.

4.4.3 Continuous Aspect

The continuous aspect indicates an action being carried out. There are two different disjunct forms and they differ as follows: auxiliary tuk requires a direct eyewitness and the use of yök-ken pet is based on definite knowledge or previous eyewitness. Consider the following examples (aspect markers are underlined):

\[ \eta \text{isso} \quad 'tuwaq \quad sa-kin \quad yöt \]
We are eating right now.

\[ \text{aku} \quad čekpaq \quad khimq \quad 'so-kin \quad tuk \]
Uncle Čekpaq is building the house (I see him out there).

\[ \text{roso} \quad phaanə \quad aракq \quad 'thuŋ-king \quad yök-ken pet \]
I know they are out there drinking liquor.

4.4.4 Immediate Aspect

The immediate aspect conveys the idea of immediateness of an action. It combines with the verbs of the transitive set. The non-finite verb occurs in the past stem form and the auxiliary follows it with appropriate endings. This aspect is very commonly used in the conversation and narratives. Consider the following examples (the auxiliary underlined):

\[ \eta \quad 'phuTTik-kiq \quad čha \quad takü \quad setq \quad 'tan-tuķq \]
A friend has killed the chicken of aunt 'PhuTTik.
4.4.5 Inceptive Aspect

The inceptive aspect indicates that the event is at the point of happening and is manifested by suffix -pet which is suffixed to the non-past stem of the verb. The tense of this aspect is to be considered as non-past. The inceptive aspect may be used with the transitive and the receptive verbs. With the stative verbs there is an additional component of meaning: to understand little bit, to see little bit. Consider the following examples (the marker is underlined):

čheppaq
It is about to rain.

'tuwaq nöčča-laq
The porridge is about to fit into the pot.

4.4.6 Ingressive Aspect

The ingressive aspect indicates that the event or process of events is starting or has just started. It is manifested by the suffix -čema which is suffixed to the non-past stem of the verb plus auxiliary yen or čhit with appropriate endings. This aspect may combine with all four tenses. Consider the following examples (marker and auxiliary underlined):

ro-la mürakq 'šor-čemaq 'yen-kuk
He is starting to perspire.

papeq arakq 'thun-čemaq 'čhi-soŋ
Father started drinking liquor.

kotte tamq haq kho-čema 'yen-kuk
He starts to understand the language.

4.4.7 Sequential Aspect

The sequential aspect indicates that one event has been completed before commencing another. It is manifested by the sequential aspect marker -na which is suffixed to the past stem of the verb of the subordinate clause. Consider the following examples (the marker is underlined):

khetaq 'šik-naq tö-letq
After untlying have a look at the load!
CLAUSE PATTERNS IN LHOMI

4.4.8 Punctiliar Aspect

The punctiliar aspect conveys the idea of punctiliar action. It signals temporal shortness of an action with the event verbs. As to the stative verbs it signals the starting point of state of affairs. The marker is -loŋ which combines with imperative and non-past stems. All other verbs except those of attributive set may combine with this marker. Consider the following examples (the marker is underlined):

roso tuwaq sa-loŋ ok mat yon-a pet
They didn't even have a moment to eat their meal (because they were so busy).

uki 'philiŋ uko pur-loŋ
Throw that basket away!

4.5 MODALITY

Modality states a relationship between a proposition or a statement and actual occurrence or state of affairs which could be referred to by that proposition or statement. Some modals are manifested by a suffix in a finite verb, others require an auxiliary. Modals like causative, purpose, obligative, 'needed to', 'it is time to', physical ability, learned ability, permissive, 'like to', have been already discussed in the section on derivational rules, p. 34.

In this section we include only those modals that modify the central meaning of the main verb. In the derivational system we have included those modals that become the main verb. The factual is used as a basic modal and is found throughout this paper where the other modals do not occur. Figure 23 lists those modals that modify the central meaning of the main verb.
4.5.1 Intensive Modal

The intensive modal modifies the main verb and indicates the intention of the actor or a definite opinion of the speaker about what is going to happen. This is manifested by two different modals, yoŋq and 'To-. The first one is used with the past stem of the main verb and it never takes any suffixes. The tense of the whole construction is to be considered non-past and the event is going to take place in a different location from where the statement was uttered. Therefore we call it translocative intensive modal. It can be used with the verbs of the transitive, the receptive and the stative sets.

The latter modal 'To- requires a non-past stem of the main verb. This modal can take any non-past suffix. The tense of this modal construction is non-past. It can be used with the receptive and the stative verbs. Both modals indicate an eyewitness report. The most appropriate English gloss would be 'is going to'. Consider the following examples (the modals are underlined):

\[\text{qit \ 'tuwaq \ sa-tu \ litq \ yoŋq}\]
\text{We'll come to eat.}

\[\text{kiq \ se \ yoŋq \ mat \ šok}\]
\text{Don't put it there, the dog is going to eat it!}

\[\text{qe \ šumpu \ 'šiq \ 'To-kuk}\]
\text{My cat is going to die.}
4.5.2 Negative Modal

The negative marker makes the whole clause negated. In the verbal phrase without auxiliaries the negative word precedes the verb, except the negation of the simple past conjunct (exp) which is marked by the negative suffix -маq. If an auxiliary is present, the auxiliary will be preceded by the negative word. If the auxiliary is an attributive verb then the negative word precedes the main verb.

The negative word мит precedes past and imperative stems. The negative word мит precedes non-past stems. The negative suffix -маq is only used to negate the simple past conjunct (exp). With the attributive verbs the negative word has merged as follows:

\[
\begin{align*}
\text{mit } + \text{ pet} & \rightarrow \text{ mempet} \\
\text{mit } + \text{'yöq-ken pet} & \rightarrow \text{ mippa pet or mippet} \\
\text{mit } + \text{ yöqt} & \rightarrow \text{ mit} \\
\text{mit } + \text{ tuk} & \rightarrow \text{ mintuk} \\
\text{mit } + \text{ himpa} & \rightarrow \text{ mempa}
\end{align*}
\]

Consider the following examples (the negative markers are underlined):

\begin{itemize}
  \item  naï nempetq Thom-laq \underline{mit} 'To I don't go to the market tomorrow.'
  \item  'totoq \underline{lit-maq} Elder brother didn't come while I was at home.
  \item  ñikki khimcikiq khimq sō \underline{matq char-etq} Our neighbour has not finished building the house.
\end{itemize}

4.5.3 Opportunitive Modal

The opportunitive modal indicates a chance or an opportunity. It is manifested by the modal verb noq which combines with the past stem of the main verb. The tense of the whole construction is either simple past or remote past. Consider the following examples (the opportunitive modal is underlined):

\begin{itemize}
  \item  kotte khimq sō \underline{noq-aq} pet He got the chance to build a house.
  \item  naï yampu-la phing matq \underline{noq} I didn't have a chance to go to Kathmandu.
\end{itemize}
4.5.4 Potential Modal

The potential modal modifies the central meaning of the verb. A possible English gloss would be 'maybe' or 'perhaps'. It is manifested by the potential suffix -To which is attached to the present conjunct marker of the main verb. If there is an attributive auxiliary then it is suffixed to it. The tense of the potential construction is either non-past, stative past or remote past. This modal combines with the verbs of all four sets. Consider the following examples (the marker underlined):

- taku 'loŋ-kō-To
  The friend may get up.
- kotta-la 'phica ki-kō-Toq
  Maybe they will get a baby.
- kara 'hiko hin-To
  Perhaps this man is the blacksmith.
- qik-ki khimcio litq yō-To
  Our neighbour may have come.

4.6 MOOD

Mood identifies the function of the speech act in a clause. Mood indicates whether the speech act imparts or requests information, gives an order or pronounces a blessing or a curse. Various moods manifested in Lhomi verbal phrase are: interrogative, imperative and hortative. The declarative mood is unmarked and used as basic mood throughout this paper. The following chart displays markers of various moods.

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>FINITE STEM</th>
<th>FINITE SUFFIX</th>
<th>NON-FINITE STEM</th>
<th>AUXILIARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interrogative conjunct</td>
<td>past</td>
<td>-pa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disjunct</td>
<td>non-past</td>
<td>-pa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imperative proximate</td>
<td>imp</td>
<td>-let</td>
<td></td>
<td>ro 'čhi</td>
</tr>
<tr>
<td>translocative honorific</td>
<td>imp</td>
<td>-let-te</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intensified intensified</td>
<td>imp</td>
<td>-te</td>
<td></td>
<td></td>
</tr>
<tr>
<td>translocative</td>
<td>imp</td>
<td>-let-te</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hortative inclusive</td>
<td>past</td>
<td>-toŋ</td>
<td>-ki</td>
<td></td>
</tr>
<tr>
<td>exclusive</td>
<td>past</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 24. Markers of various moods in Lhomi verbal phrase.
4.6.1 Interrogative Mood

The interrogative mood requests information from the hearer or hearers. There are basically two kinds of interrogative construction in Lhomi, alternative questions and content questions. There are two question markers, one combines with the various conjunct verb forms and the other combines with the disjunct verb forms. Figures 25 and 26 display various combinations of question markers and conjunct disjunct markers. Final velar plosive of a question marker is optional and therefore it is put in parentheses.

<table>
<thead>
<tr>
<th>ATTRIBUTIVE VERB</th>
<th>CONJUNCT (exp)</th>
<th>DISJUNCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>yōt</td>
<td>'yōp-pa(k)</td>
<td>('yök-ken 'pek-ka(k)</td>
</tr>
<tr>
<td>hin</td>
<td>'him-pa(k)</td>
<td>'pek-ka(k)</td>
</tr>
<tr>
<td>tuk</td>
<td></td>
<td>'tuk-ka(k)</td>
</tr>
</tbody>
</table>

Figure 25. Question markers in attributive verbs.

<table>
<thead>
<tr>
<th>TENSE</th>
<th>CONJUNCT</th>
<th>CONJUNCT (act)</th>
<th>CONJUNCT (exp)</th>
<th>DISJUNCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td>-kōp-pa(k)</td>
<td></td>
<td>-kuk-ka(k)</td>
<td></td>
</tr>
<tr>
<td>non-past simple</td>
<td>-ken</td>
<td>-ken pek-ka(k)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>past</td>
<td>-pa(k)</td>
<td>-soŋ-a(k)</td>
<td>-pa pek-ka(k)</td>
<td></td>
</tr>
<tr>
<td>remote past</td>
<td></td>
<td>-čuŋ-a(k)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 26. Question markers and tense.

4.6.1.1 Alternative Questions

The alternative question in Lhomi consists of two clauses. The questioner puts forward a question and the same question in negated form. The conjunction na 'or' conjoins these two questions. Actually the latter question may be optionally omitted in which case the conjunction na signals the alternative.

There are two question markers, -pa(k) and -ka(k). We call the previous one conjunct question marker because it is suffixed to various conjunct markers and the latter one we call disjunct question marker because it is suffixed only to disjunct markers. Figure 26 displays the
combinations of question markers and tense and agreement markers. There are two exceptions for the above rule: The question marker never occurs with the non-past conjunct (act) marker. And simple past conjunct (act) marker is omitted in questions and the conjunct question marker is suffixed directly to the verb stem. Consider the following examples (the question markers are underlined):

'khök-kiq  čha 'sep-pakq na matq 'sep-pakq
Did you kill a chicken or did you not?

kotte čha 'ses-soq-ag na matq 'ses-soq-ag
Did he kill a chicken or did he not?

khọtq yampu-la 'To-ken na mit 'To-ken
Do you go to Kathmandu or do you not?

khọtq karaka him-pa na mem-pa
Are you a blacksmith or are you not?

4.6.1.2 Content Questions

The content questions make use of the question words like khanTa 'what', khala 'where', khani 'from where', 'sųq 'who', süq 'whose', nam 'when', khanTala 'why'. These question words are an additional constituent of a clause. The question markers are same and function the same way as in alternative questions. Consider the following examples (the question words and markers are underlined):

kha-la 'To-ken
Where do you go?

khọtq 'khanTa 'chik-kōp-pak
What are you doing?

khetaq 'hiko süq 'khur-tuk-kaq
Who carried this load?

4.6.2 Imperative Mood

The imperative mood expresses a desire or a command of the speaker directed to the hearer who is supposed to do certain action. All imperative verb forms are interpreted as non-past. There are three types of imperatives in Lhomi: proximate, translocative and honorific. The first two can also be intensified.
4.6.2.1 Proximate Imperative

The proximate imperative indicates that the hearer is right there able to respond to the given order or command. The hearer does not have to move elsewhere to fulfil the order. Therefore the proximate imperative usually requires an immediate action. It is manifested by the imperative stem of the verb. Consider the following examples (imperative stem is underlined):

menq čikq nagaq
Please give me some medicine!

'točuq kor
Put some water on the fire! (the hearer is sitting right by the fire and the water pot)

4.6.2.2 Translocative Imperative

The translocative imperative indicates that the hearer has to go to another location to fulfil the order or that he has to come to the speaker to fulfil it or that he has to come to the speaker while fulfilling the order or that he may have to go back and forth. This imperative is manifested by -let which is suffixed to the imperative stem. Consider the following examples (the marker is underlined):

'nimaq to-letq
Go to harvest some millet!

šiq 'khur-letq
Go and get some firewood! (either from nearby or from the forest)

čha 'hiko maatu 'söt-letq
Kill that chicken over there!

4.6.2.3 Honorific Imperative

The honorific system in Lhomi is rather complicated. It usually requires the replacement of the whole verb and sometimes even nouns and adjectives. Kinship terms, as a term of address, often determine the degree of honorific. It is not our intention to go into details of the honorific system in this paper. In the honorific imperative the replacement of the verb with an honorific verb may be sometimes enough. An honorific verb behaves like any other verb. However if the speaker wants to be very polite he adds ro 'čhi after a normal imperative or after an honorific imperative. The translocative imperative cannot combine with this high honorific construction. The following sample will
illustrate the Lhomi honorific system. Four examples represent four different honorific levels (term of address and the verbs are underlined):

\[ \text{'mimi cenčen čhaaq ne-naq naq ro 'čhi} \]

Respected Lama Čenčen please give some manure for my fields! (the hearer is a highly respected lama and much senior in age)

\[ \text{'pupuq wancinq čhaaq ne-naq naq ro 'čhi} \]

Grandfather Wancing please give some manure for my fields! (the hearer is senior in age and ranks socially higher than the speaker)

\[ \text{aku 'čumik čhaaq ne-naq naq} \]

Uncle Čumik please give some manure for my fields! (the hearer may rank socially a little bit higher than the speaker)

\[ \text{aku 'čumik čhaaq ne-naq pin} \]

Uncle Čumik give some manure for my fields! (not so polite as the previous)

4.6.2.4 Intensified Imperative

The intensified imperative is formed by suffixing -te either to the imperative stem or to the translocative imperative marker -let. By using this intensifier the speaker expresses deeper desire or more emphatic order than normal imperative. All three types of imperatives may be intensified except the high honorific construction. Consider the following examples (the intensifier is underlined):

\[ \text{kempu karmaq ṇe khim-laq čhōn-let-te} \]

Headman Karmaq please come to my house! (honorific verb)

\[ \text{'šomakq čikq 'khur-let-teq} \]

Get me a leaf! (the hearer is younger than the speaker)

4.6.3 Hortative Mood

The hortative mood is used to convey a suggestion or a command. The command is addressed to a first person hearer. The hortative mood requires at least one hearer. In Lhomi there are two kinds of hortative depending on whether both the speaker and the hearer(s) are included in the action or only speaker is involved. Tentatively we have called them inclusive hortative and exclusive hortative. The inclusive hortative is manifested by -toq which is suffixed to the past stem of the verb. The exclusive hortative is manifested by -ki which is suffixed to the
past stem of the verb. The hortative mood is regarded as non-past. Consider the following examples (markers are underlined):

haq 'čhon-tonq
Let us go now!

naaŋq khimq 'puk-tonq
The day after tomorrow let us build the house!

ǹe aliŋ taa-kiŋ
Let me grind some corn!

ro-ki 'tuwaŋ se-ki 'si-kuk
"Let me eat my meal", he says.

4.7 EDITORIALS

4.7.1 Disclaimer

The disclaimer editorial indicates that the speaker absolves himself from the responsibility for the truth of a statement. Any event the speaker has not been an eyewitness of, or given a direct report on, may be marked by this editorial. The disclaimer editorial is manifested by the particle lo, which will be the last element of the verbal phrase. When the past stative marker -tuk is used to describe the events of a historical narrative it functions the same way as lo. Therefore no disclaimer particle is needed in connection with -tuk (see also p. 100). Consider the following examples (the disclaimer particle is underlined):

'mi setq taŋ-aŋ pet lo
Someone has killed a man, they say.

roso 'luq 'lin-soŋ lo
I have been told that they sang and danced.

4.7.2 Exclamation

The attitude of surprise is marked by particle weq or waaq. It implies newly discovered information and is a genuine reaction of surprise to an event or state of affairs by the speaker. Consider the following examples (the markers are underlined):

'phica lepōtma tuk weq
What a beautiful baby!

nitq 'ses-soŋ waaq
Baby woke up!
The potatoes have really grown a lot!

4.7.3 Summons for Listener's Agreement

When the speaker wants to summon for the hearer's agreement to his command or suggestion he adds 'yokan' as the last element of the verbal phrase. If the hearer agrees he uses one of the following particles: law, yon, lasso (honoric). In connection with commands this particle is only used with children. Consider the following examples (particles are underlined):

:\(\text{qe paysakq pin yonq, 'yokan? lasso}\)

I'll pay later, would that be okay? Okay.

\(\text{'chuq 'khur-letq, 'yokan! law}\)

Go and get some water, okay? I'll do it.

4.7.4 Summons for Listener's Confirmation

The speaker may summon for the listener's confirmation by using the particle kan which appears as the last element of the verbal phrase. If one of the listeners is in doubt then the speaker may request confirmation from another listener who is in a position to confirm the argument. Therefore at least three persons are needed before this particle can be used. The confirmation is given by using the particle loni which may be glossed 'yes, it is true'. Consider the following examples (the markers are underlined):

\(\text{khaccinq yampula qa 'teppa pet kan? loni}\)

Didn't I stay in Kathmandu? Yes, you did.

\(\text{acaran saq sepa pet kan? loni}\)

Didn't we eat meat? Yes, we did.

4.8 PARADIGM

The following paradigm using the verb okq Val 'to dig' as an example illustrates the inflectional categories of the Lhomi verbal phrase (to avoid a lengthy list negative forms are omitted):

\(\text{qe 'riki o-penq I dug some potatoes.}\)

\(\text{kotte 'riki o-soqq He dug potatoes.}\)

\(\text{kotte 'riki o-tukq He has been digging potatoes.}\)

\(\text{qe 'riki o-paq pet I have dug potatoes.}\)

\(\text{kotte 'riki o-paq pet He has dug potatoes.}\)
| \( \eta \)  | 'riki 'ok-kö tq | I am digging potatoes. |
| \( \kappa t t a \)  | 'riki 'ok-kuk q | He is digging potatoes. |
| \( \eta \) nempetq  | 'riki 'ok-kenq | I'll dig some potatoes tomorrow. |
| \( \kappa t t a \) nempetq  | 'riki 'ok-kenq pet | He will dig potatoes tomorrow. |
| \( \eta \)  | 'riki og char-enq | I finished digging potatoes. |
| \( \kappa t t e \)  | 'riki og 'char-soneq | He finished digging potatoes. |
| \( \kappa t t e \)  | 'riki og 'char-tukq | It looks like he has finished digging potatoes. |
| \( \eta \)  | 'riki og char-aq pet | I have finished digging potatoes. |
| \( \kappa t t e \)  | 'riki og char-aq pet | He has finished digging potatoes. |
| \( \eta \)  | 'riki 'ok-kinq yöt | I am digging potatoes right now. |
| \( \kappa t t a \)  | 'riki 'ok-kinq yö-k-ken pet | He is digging potatoes right now. |
| \( \eta \)  | 'riki og 'ton-kenq | He is digging potatoes right now (I see him). |
| \( \kappa t t a \)  | 'riki og 'ton-kenq pet | I'll go to dig potatoes right away. |
| \( \eta \)  | 'riki og 'tan-enq | I dug some potatoes right away. |
| \( \kappa t t a \)  | 'riki og 'tan-soeq | He dug some potatoes right away. |
| \( \kappa t t a \)  | 'riki og 'tan-tukq | He has dug some potatoes right away. |
| \( \eta \)  | 'riki og 'ton-letq | Go and dig some potatoes right away! |
| \( \eta \)  | 'riki og 'tonq | Dig some potatoes right now! |
| \( \kappa t t a \)  | 'riki og 'tanq yonq | I'll go to dig some potatoes right away. |
| \( \eta \)  | 'riki og 'tonq yonq | He is about to dig some potatoes. |
| \( \kappa t t e \)  | 'riki 'ok-çe damaq 'yen-kuk | He is starting to dig potatoes. |
| \( \eta \)  | 'riki 'ok-çe damaq 'yen-çun | I started to dig potatoes. |
| \( \kappa t t e \)  | 'riki 'ok-çe damaq 'yen-soeq | He started to dig potatoes. |
| \( \kappa t t e \)  | 'riki 'ok-çe damaq yen-a pet | He has started to dig potatoes. |
| \( \eta \)  | 'riki o-naaq pin yonq | I'll dig some potatoes for you. |
| \( \eta \)  | 'riki o-naaq pin | Dig some potatoes for me! |
| \( \kappa t t a \)  | 'riki o-naaq 'pin-çun | He dug some potatoes for me. |
| \( \eta \)  | 'riki 'ok-kö-Toq | I may dig some potatoes. |
| \( \kappa t t a \)  | 'riki 'ok-kö-Toq | He may dig some potatoes. |
| \( \kappa t t a \)  | 'riki og yö-To | He may have dug potatoes. |
| \( \kappa t t a \)  | 'riki o-paq hin-To | He dug potatoes perhaps. |
| \( \eta \)  | 'riki og yonq | I'll go to dig potatoes. |
| \( \eta \)  | 'riki oq | Dig potatoes! |
| \( \eta \)  | 'riki o-letq | Go to dig potatoes! |
| \( \eta \)  | 'riki o-let-teq | Go to dig potatoes (emphatic)! |
| \( \eta \)  | 'riki og ro 'čhi | Please dig some potatoes! |
| \( \eta \)  | 'riki o-tonq | Let us dig potatoes! |
| \( \eta \)  | 'riki o-kiq | Let me dig some potatoes! |
| \( \kappa t t e \)  | 'riki o-paq pet lo | I have been told that he has dug potatoes. |
kotte 'riki o-tukq weq He seems to have dug some potatoes.
na-raŋ-ki 'riki o-penq I dug potatoes (nobody else did).
ŋe 'riki og yong 'yokaŋ I’ll go to dig potatoes, okay?
kotte 'riki o-paq pet kaŋ Didn’t he dig potatoes?
ŋe 'riki o-soŋ-aq na matq o-soŋ-aq Did I dig potatoes or didn’t I?
kotte 'riki o-soŋ-aq na matq o-soŋ-aq Did he dig potatoes or didn’t he?
khök-kiŋ 'riki o-paq na matq o-paq Did you dig potatoes or didn’t you?
kotte 'riki o-tuk-kaq na matq o-pek-kaq Has he dug potatoes or has he not?
'khök-kiŋ 'riki 'ok-kenq na mitq 'ok-kenq Does he dig potatoes or do you not?
kotte 'riki 'ok-kenq pek-ka na mitq 'ok-kenq pet Does he dig potatoes or does he not?
'khök-kiŋ 'riki 'ok-köp-paq na mitq 'ok-köp-paq Do you dig potatoes or do you not?
In this section we will be discussing three kinds of focus relevant to clause level description: unmarked focus, topic focus and emphatic focus.

**UNMARKED FOCUS.** Where no special focus device has been used to focus on a given clause constituent, we speak of unmarked focus. We call the topic of unmarked focus the subject. If no focussing device has been used the first nuclear constituent of the clause will be the subject.

In Lhomi there is a ranking of roles determined by subject. The following matrix displays the roles of the subject in each inherent clause type:

<table>
<thead>
<tr>
<th>BT Act</th>
<th>T Act</th>
<th>ST Act</th>
<th>I Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>BR Und/Sit</td>
<td>R Und</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA Und/Sit</td>
<td>A Und</td>
<td>SA Sit</td>
<td>C</td>
</tr>
</tbody>
</table>

Figure 27. Role of the subject.

The transitive set: The actor will be the subject.

The receptive set: If there is an animate undergoer, it will be the subject. If there is no animate undergoer, but there is an animate site it will be the subject.
The stative set: The statant will be the subject.

The attributive set: If there is an animate site, it will be the subject. If there is no animate site, but there is an undergoer it will be the subject.

The following examples illustrate the relation of the subject to a role (subject is underlined):

Bitransitive

| ηε | 'šuku-laq | 'mikoŋ | 'puk-penq |
| S  | Ref   | O     | P           |
| Act | Sit   | Und   | BT          |

_I pierced a hole in a paper._

Transitive

| 'Tukkek-ki | ketq | 'čap-sonŋ |
| S           | O     | P           |
| Act         | Sit   | Und T       |

_Thunder struck._

Semitransitive

| čačuŋma | nam-laq | 'phir-sonŋ |
| S       | Ref     | P           |
| Act     | Sit     | ST          |

_The bird flew away._

Intransitive

| 'phica | Ti-sonŋ |
| S       | P       |
| Act     | I       |

_The child stumbled._

Bireceptive

| taku | 'ki-laq | či-sonŋ |
| S    | Ref     | P       |
| Und  | Sit     | BR      |

_The friend was afraid of the dog._

| ọa-la | cakTakq | 'ọič-čuŋq |
| S     | O       | P           |
| Sit   | Und     | BR          |

_I found a matchbox._
Receptive

čheppaq čap-sonq
S P
Und R
It rained.

Stative

lameq tamq čhen-kenq pet
S O P
Sta Und S
The lama understands the language.

Biattributive

qala čhampaq yöt
S O P
Sit Und BA
I have a cold.

'qimaq lhömpu-laq 'yök-ken pet
S Ref P
Und Sit BA
The ears of millet are on a bamboo mat.

Attributive

ge khimaq 'uko pet
S P
Und Compl A
My house is that one.

Semiattributive

amaq thaŋpuwaq 'yök-ken pet
S P
Sit Compl A
Mother is well.

THE UNMARKED ORDERING OF THE ROLE COMPLEXES. In all clauses of the transitive and the stative set the actor or the statant comes first in unmarked order. The order of the roles in the bitransitive clause is as follows: actor, site and undergoer. With an instrumental site the undergoer precedes the site. The following examples illustrate this:

qe rap-la 'qimaq ke-penq
Act Sit Und BT
I put some ears to dry in the drying basket.
'polis-kiq 'mi thakpeq 'kiŋ-soŋq
Act Und Sit BT
The police tied up the man with a rope.

In the bireceptive clause if both site and undergoer are animate or inanimate the order is: undergoer first and site second. Otherwise the animate role precedes the inanimate one. The following examples will illustrate this:

ηa-la mūrakq 'šor-čunq
Sit Und BR
I perspired.

'tuwaq nöčča-laq 'šoŋ-soŋq
Und Sit BR
The porridge fitted into the pot.

In the biattributive clause the unmarked order is as follows. With an animate site, the site comes first. With a locative site, the undergoer comes first. Consider the following examples:

'ki-laq 'kišikpaq tuk
Sit Und BA
The dog has fleas.

papaq aku čen-naq tuk
Und Sit BA
Father is in the uncle's house.

TOPIC FOCUS. A role may be topicalised by permuting it to the front. By changing the word order the topic also changes. The subject is no more the topic. The permuted role will be the topic. Fronting is not the only topical device in Lhomí, the demonstrative 'ti also serves as such (see note 3, p. 100). Permutation alone may topicalise a role or 'ti alone may do it or both devices may be used at the same time. Consider the following examples:

čhūq 'phica 'Thūs-soŋq
Act Und T
The water washed away the child.

'phica čhūq 'Thūs-soŋq
Und Act T
The child was washed away by the water.
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EMPHATIC FOCUS. A role may be put in emphatic focus by affixing to it an emphatic particle. Generally they impart a sense of contrast or intensity. The following emphatic particles are discussed in here: -raŋ, kaq and 'niq.

-raŋ. The idea 'this one, not anything else', 'this way, no other way' is indicated by this particle. It may also be affixed to non-nuclear constituents. The following examples illustrate it (the particle is underlined):

-raŋ
I stayed (nobody else did).

aku-raŋ-la
Uncle has perpired.

kaq. The particle kaq is used to contrast a particular role. It carries even greater emphasis than -raŋ. A possible gloss would be 'not you but I', 'not that but this'. Consider the following examples (the particle is underlined):

kaq
You are a thief.

Not I, but you are a thief (reply).

raŋ kaq Thö-sonŋ na kaq 'chik-čunŋ
You (not I) escaped and I (not you) burned.

'niq. This particle imparts new information in a declarative clause and requests new information in an interrogative clause. In the latter case it is used as a post verbal particle. It also functions at sentence and discourse level meaning 'then, hence'. Consider the following examples (the particle is underlined):

'niq phaag-phar 'To-kuk
He is going over there, look!
kha-la 'To-ken 'niq
Where do you go, I really want to know!

ABBREVIATIONS

A  Attributive Clause
Abl Ablative
Act Actor
Ad Actor Deletion Rule
Adj Adjective
Agt Agent
Asp Aspect
Aux Auxiliary
BA Biattributive Clause
BR Bireceptive Clause
BS Bistative Clause
BT Bitransitive Clause
C Circumstantial Clause
Com Comitative
Compl Complement
Compl asp Completive Aspect
Conc asp Concurrent Aspect
Conjunct(act) Conjunct with Reference to Actor
Conjunct(exp) Conjunct with Reference to Experiencer
Conjunct Conjunct with Reference either to Actor or Experiencer
Cont asp Continuous Aspect
Cv Causativisation Rule
D Descriptive Clause
Dat Dative
Disyllabic Disyllabic Word
E Eventive Clause
Erg \quad \text{Ergative}
Ev \quad \text{Eventivisation Rule}
Gen \quad \text{Genitive}
Gol \quad \text{Goal}
Hon \quad \text{Honorific}
Hort \quad \text{Hortative}
I \quad \text{Intransitive Clause}
Ilt \quad 'It is time to' Modal
Immed asp \quad \text{Immediative Aspect}
Imp \quad \text{Imperative}
Inc asp \quad \text{Inceptive Aspect}
Ingr asp \quad \text{Ingressive Aspect}
Instr \quad \text{Instrumental}
Intens \quad \text{Intensifier}
Intent \quad \text{Intentive}
Labl \quad \text{Learned Ability Modal}
Lm \quad 'Like to' Modal
Loc \quad \text{Locative}
Mono \quad \text{Monosyllabic Word}
Nd \quad 'Needed to' Modal
Neg \quad \text{Negative}
Nom \quad \text{Nominative}
NP \quad \text{Nominal Phrase}
O \quad \text{Object}
Obl \quad \text{Obligative Modal}
Opport \quad \text{Opportunitive}
P \quad \text{Predicate}
Pabl \quad \text{Physical Ability Modal}
Pm \quad \text{Permissive Modal}
Ppn \quad \text{Postposition}
Prox \quad \text{Proximate}
Prp  Purpose Modal
R   Receptive Clause
Ref Referent
S   Subject (box 1)
S   Stative Clause (box 4)
SA  Semiattributive Clause
Sd  Site Deletion Rule
Seq asp Sequential Aspect
Sit Site
SR  Semireceptive Clause
SS  Semistative Clause
Sta Statant
ST  Semitransitive Clause
T   Transitive Clause
Transloc Translocative
Tve Transitive Suppletion Rule of Eventive Clauses
Tvs Transitive Suppletion Rule of Stative Clauses
Ud  Undergoer Deletion Rule
Umk Unmarked
Und Undergoer
VP  Verbal Phrase
/  Alternation
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TOBA, Ingrid

VESALAINEN, Olavi and Marja VESALAINEN
NOTES

1. The Lhomi language is spoken in Upper Arun Valley of Sankhuwa Shabha district, Kosi zone, in East Nepal. The official census does not separate Sherpas from Lhomis, therefore we have to rely on our own estimate as to the number of Lhomi speakers. It is probably more than 4000. Swadesh 100 Word List comparisons show that Lhomi has the closest relation to Helambu Sherpa, about 47%. Grammatical comparison shows a very close relation to Jirel. This has classified Lhomi as belonging to the Tibetan Branch of the Tibeto-Burmese language family.

Messrs Čaapu Lama and Wancinq Lama have helped to gather, analyse and check the data. We are indebted to both of them for their excellent work. They were both born and raised up in Chepuwa of Sankhuwa Shabha and are currently residents of the same village.

We are indebted to Dr Austin Hale for his personal guidance and practical solutions in writing up this paper and editing it. Also we are indebted to Miss Maria Hari for her comments at the initial stage of this analysis.

The analysis for this paper was conducted from July 1975 till May 1976 in Chepuwa and in Kathmandu. The data represents the dialect spoken in Chepuwa. This work was done pursuant to an agreement of cooperation between the Summer Institute of Linguistics and the Tribhuwan University and has been carried out under the auspices of the Institute of Nepal and Asian Studies of the University. We wish to express our gratitude to the Institute of Nepal and Asian Studies for their part in making this research possible.

Lhomi has voiceless stops p, ph, t, th, T (retroflexed), Th, k, kh; voiceless affricates c (dental), ch, č (alveolar), čh; fricatives s, š, h; liquids r, l, lh; nasals m, n, n̂ (velar); approximants w, y. The vowels are: i, e, ö, ü, a, aa, o, u. The tone markings should be read as follows: '...q tense and rising pitch contour, ...q tense and non-rising pitch contour, '... lax and rising pitch contour and ... lax and non-rising pitch contour.
2. Mr Čaapu Lama and Mr Wancingq Lama are responsible for the Lhomi material. The Vesalainens are responsible for the analysis and the presentation of the material.

3. Demonstrative 'ti functions as an identification marker on discourse level. It is also a topical marker marking the topic for a stretch of the story. It may mark the topic over the next incident only. It is this last type of functioning that comes down to clause level.

laŋaq 'ti-ki thok-laq ce
(Monkey) climbed on the top of the frying pan.

The locative site is the topic marked by 'ti and the actor is understood though deleted from the surface structure.

miŋצʊŋ nöruk-kiq 'ko 'ti-la mikmaŋ ſʊŋmareŋ 'Thi kap pern Mikma ſʊŋmaraŋ hit the head of Miŋצʊŋ Nöruk with a kukri.

The goal site is the topic and it is marked by 'ti and permuting it into front.

4. Simple past tense is an eventive tense. However there is a stativiser -tuk that may be suffixed to the past stem of the verb. It results in a stativised clause. The speaker has seen the results of the event but not the event. In some historical narratives this stativiser may be used to describe events and it signals that the narrator wants to absolve himself from the responsibility for the truth of the event.

Consider the following examples:

'rik'i ki-tuk'
Potatos are grown (speaker sees them only after they have grown).

'totoq soŋ-tuk'
Elder brother has gone (speaker didn't see him going but could not find him either).
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