***Atlas of the Languages of Iran*Questionnaire**

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## Contents

[Introduction](#_Atlas_of_the)

[Sociolinguistic context](#_Atlas_of_the_1)

[Lexicon](#_Atlas_of_the_2)

[Phonology](#_Atlas_of_the_3)

Morphosyntax (separate document)

Numbers (separate document)

## *Atlas of the Languages of Iran* Questionnaire: Introduction

Name of person filling out this questionnaire: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date filled out: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language variety (language, dialect, subdialect, etc.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language data from which province and which exact village(s)/town(s):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is the data from a published source and/or from your own fieldwork?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*If the data is from a published source, please fill in the following details:*

Name of author(s):

Year of publication (if it’s in Persian, put both the Iranian and Western year):

Title:

(if an article or book chapter) Page numbers:

(if an article or book chapter) Journal or Book Title:

(if in an edited volume) Editor(s):

Place of publication:

Publisher:

Any other important information:

*If the data is from your own existing field notes, please ensure that it is from a single settlement. Then fill in the following details:*

Researcher(s):

Date gathered:

Location:

Name of speaker(s) (only put this if speakers have requested that their names be used):

Age and sex of speakers:

Language(s) of elicitation:

## *Atlas of the Languages of Iran* Questionnaire, Part I: Sociolinguistic context

The following portion of the Questionnaire, which deals with language use in the context of a single settlement, is adapted from [Anonby & Yousefian’s (2011) sociolinguistic study](http://uu.diva-portal.org/smash/record.jsf?pid=diva2%3A458175&dswid=-5269).

*Please answer the questions as you are able, providing estimates if necessary. You may mark any item for which you are unable to provide an answer, with “?”.*

1. Community (city, town, village, etc.) name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What languages are spoken as a mother tongue in the community (city, town, village, etc.)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What proportion (approximate percentage) of the population speaks each of these languages as a mother tongue?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do the people in the community call their own language(s) in their own language(s)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do the people in the community call their own ethnic group(s) (*qom*, *tāifeh*, etc.) in their own language(s)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the name of the community (city, town, village, etc.) in the language(s) that are spoken there?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What proportion (approximate percentage) of the population:   
   speaks Persian fluently? \_\_\_\_\_\_ %  
   speaks some Persian? \_\_\_\_\_\_ %  
   speaks no Persian? \_\_\_\_\_\_ %
2. Besides their mother tongue(s) and Persian, what additional languages and dialects do the people in the community speak?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What proportion (approximate percentage) of the children in the community are not learning the mother tongue of their parents as their mother tongue? \_\_\_\_\_\_\_\_\_\_\_  
     
   Which language communities do these children come from? (If possible, specify approximate percentage of children who are not learning the mother tongue of their parents, for each language community.)   
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   What language(s) are these children now learning as a mother tongue?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## *Atlas of the Languages of Iran* Questionnaire, Part II: Lexicon

**Instructions**: Please fill out the wordlist in phonemic (not phonetic) transcription using the conventions specified [here](https://docs.google.com/document/d/1cV7IrVODZWKuvP35fexZ9Li0sPCwGQ-ds6Ykeg-GY1E/pub). A phonology questionnaire follows this wordlist. If you are uncertain about any data, put possible data with a question mark beside it, or simply a question mark. You can put any comments or explanations in the column to the right of the language data column. Please also put page numbers in the right column when the data comes from a published source.

**Notes**: Swadesh items are underlined in the English list. A fuller list containing all the words of this Atlas wordlist, along with the whole Swadesh wordlist and all of Anonby’s (2014) 250-item Iran wordlist is available from [erik.anonby@carleton.ca](mailto:erik.anonby@carleton.ca).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **English**  (Modern Standard) | **Persian**  (Western, Modern Standard) | **Language data**  (use phonemic transcription) | **Comments**  (may include explanations about the data in the language data column)  (for published sources, please put page numbers) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. 1. | hair | *mu* | مو |  |  |
| 1. 3. | eye | *češm* | چشم |  |  |
| 1. 4. | nose | *bini, damāġ* | بینی، دماغ |  |  |
| 1. 5. | ear | *guš* | گوش |  |  |
| 1. 6. | mouth | *dahān* | دهان |  |  |
| 1. 8. | tongue | *zabān* | زبان |  |  |
| 1. 10. | throat | *galu, golu* | گلو |  |  |
| 1. 11. | arm | *dast (az šāneh tā moče dast)* | دست (از شانه تا مچِ دست) |  |  |
| 1. 12. | hand | *dast (az moč be pāyin)* | دست (از مچ به پایین) |  |  |
| 1. 13. | finger | *angošt* | انگشت |  |  |
| 1. 16. | stomach (belly) | *šekam* | شکم |  |  |
| 1. 1ddd7. | stomach (organ) | *me’de* | معده |  |  |
| 1. 20. | leg | *pā (az bālāye rān tā moče pā)* | پا (از بالای ران تا مچِ پا) |  |  |
| 1. 21. | knee | *zānu* | زانو |  |  |
| 1. 22. | foot | *pā (az moč be pāyin)* | پا (از مچ به پایین) |  |  |
| 1. 24. | bone | *ostoxān* | استخوان |  |  |
| 1. 25. | blood | *xun* | خون |  |  |
| 1. 26. | urine | *edrār, šāš* | ادرار، شاش |  |  |
| 1. 27. | heart (organ) | *del, ġalb* | دل، قلب |  |  |
|  | liver | *ǰegar* | جگر |  |  |
| 1. 28. | man | *mard* | مرد |  |  |
| 1. 29. | husband | *šoʋhar* | شوهر |  |  |
| 1. 29. | woman | *zan (xānom)* | زن (خانم) |  |  |
| 1. 29. | wife | *zan (hamsar)* | زن (همسر) |  |  |
| 1. 30. | child | *bače, bačče* | بچه |  |  |
| 1. 30. | boy | *pesar (āġāye ǰaʋān)* | پسر (آقای جوان) |  |  |
| 1. 30. | son | *pesar (farzand)* | پسر (فرزند) |  |  |
| 1. 30. | girl | *doxtar (xānome ǰaʋān)* | دختر (خانمِ جوان) |  |  |
| 1. 30. | daughter | *doxtar (farzand)* | دختر (فرزند) |  |  |
| 1. 35. | groom | *dāmād* | داماد |  |  |
| 1. 35. | bride | *arus* | عروس |  |  |
| 1. 38. | dog | *sag* | سگ |  |  |
| 1. 38. | cat | *gorbe* | گربه |  |  |
| 1. 45. | wolf | *gorg* | گرگ |  |  |
| 1. 45. | fox | *rubāh* | روباه |  |  |
| 1. 47. | fish | *māhi* | ماهی |  |  |
| 1. 51. | scorpion | *aġrab* | عقرب |  |  |
| 1. 53. | tree | *daraxt* | درخت |  |  |
| 1. 54. | wood (substance) | *čub (mādde)* | چوب (مادّه) |  |  |
| 1. 54. | branch | *šāxe* | شاخه |  |  |
| 1. 54. | stick | *čub, čubdasti* | چوب،  چوب دستی |  |  |
| 1. 55. | leaf | *barg* | برگ |  |  |
| 1. 63. | sun | *āftāb, xoršid* | آفتاب، خورشید |  |  |
| 1. 63. | day | *ruz* | روز |  |  |
| 1. 65. | night | *šab* | شب |  |  |
| 1. 66. | star | *setāre* | ستاره |  |  |
| 1. 74. | water | *āb* | آب |  |  |
| 1. 82. | winter | *zemestān* | زمستان |  |  |
| 1. 86. | house | *xāne* | خانه |  |  |
| 1. 93. | rice | *berenǰ* | برنج |  |  |
| 1. 96. | egg (e.g., chicken) | *toxme morġ* | تخمِ مرغ |  |  |
| 1. 98. | walnut | *gerdu* | گردو |  |  |
| 1. 98. | hungry | *gorosne* | گرسنه |  |  |
| 1. 99. | thirsty | *tešne* | تشنه |  |  |
| 1. 99. | bitter | *talx* | تلخ |  |  |
| 1. 126. | fresh (e.g., milk) | *tāze* | تازه |  |  |
| 1. 128. | long (thing) | *derāz, boland* | دراز، بلند |  |  |
| 1. 136. | dry | *xošk* | خشک |  |  |
|  | big | *bozorg* | بزرگ |  |  |
| 1. 137. | red | *ġermez, sorx* | قرمز، سرخ |  |  |
| 1. 139. | white | *sefid* | سفید |  |  |
| 1. 141. | come (verbs are 3s past/complete) | *āmad* | آمد |  |  |
| 1. 146. | fall | *oftād* | افتاد |  |  |
| 1. 156. | sleep | *xābid* | خوابید |  |  |
| 1. 166. | eat | *xord* | خورد |  |  |
| 1. 170. | know (something) | *dānest, balad bud* | دانست، بلد بود |  |  |
| 1. 171. | think | *fekr kard* | فکر کرد |  |  |
| 1. 195. | close (e.g., door) | *bast (dar)* | بست (در) |  |  |
| 1. 195. | tie (e.g., rope) | *bast (band)* | بست (بند) |  |  |
| 1. 196. | hit | *zad* | زد |  |  |
| 1. 201. | burn (intr.) | *suxt* | سوخت |  |  |
| 1. 207. | sweep | *ǰāru kard* | جارو کرد |  |  |
| 1. 211. | here | *inǰā* | اینجا |  |  |
| 1. 213. | there | *ānǰā* | آنجا |  |  |
| 1. 216. | under | *zir(-e)* | زیر |  |  |
| 1. 217. | today | *emruz* | امروز |  |  |
| 1. 217. | yesterday | *diruz* | دیروز |  |  |
| 1. 217. | two days ago | *pariruz* | پریروز |  |  |
| 1. 217. | tomorrow | *fardā* | فردا |  |  |
|  | the day after tomorrow | *pasfardā* | پس فردا |  |  |

## *Atlas of the Languages of Iran* Questionnaire, Part III: Phonology

1. **Consonant inventory**

Please underline all the phonemic consonants in this variety (but not allophones). So for example, only underline both **v** and **w**, or **ɢ** and **ġ**, or **q** and **ġ**, (etc.) if they are separate phonemes (as evidenced by minimal pairs and distribution, etc.). If they are not separate phonemes, underline only the single most common allophone of the pair.

If you are unsure about whether the consonant is a phoneme in this variety, underline the consonant and put a question mark beside it.

If phonemic consonants exist which are not shown in the table, please write them on the line below the table.

(The symbols in square brackets [ ] are IPA equivalents of the conventional symbols in the table.)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **p** | **t** | **ṭ** [tˤ] | **ʈ** | **ts** | **č** [tʃ] | **c** | **k** | **kʷ** | **q** |  | **’** [ʔ] |
| **b** | **d** | **ḍ** [dˤ] | **ɖ** | **dz** | **ǰ** [dʒ] | **ɟ** | **g** | **gʷ** | **ɢ** |  |  |
| **f** | **s** | **ṣ** [sˤ] |  |  | **š** [ʃ] |  |  | **xʷ** | **x** [χ] | **ḥ** [ħ] | **h** |
| **v** | **z** | **ẓ** [zˤ] |  |  | **ž** [ʒ] |  |  |  | **ġ** [ʁ] | **ʕ** | **ɦ** |
| **m** | **n** |  |  |  |  |  | **ŋ** |  |  |  |  |
|  | **r** | **ṛ** [rˤ] | **ɽ** |  |  |  |  |  |  |  |  |
|  | **l** | **ḷ** [lˤ] | **ɭ** |  |  |  |  |  |  |  |  |
| **w** |  |  |  |  |  | **y** [j] |  |  |  |  |  |

Other consonant phonemes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do any of the consonants in the language appear to be peripheral to the phonological system (for example, are only found in words borrowed from other languages, and/or used by younger speakers, etc.)? If so, which consonants? Please also specify the limitations on who uses these consonants and/or in what contexts these consonants are used. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other comments on the consonant inventory:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Status of uvular consonants**

*What is the status of uvular phonemes other than* **x** *in the language?* (check only one)

0. no uvular phonemes, or no uvular phonemes other than **x** \_\_\_\_\_

1. one uvular phoneme (e.g., **q** or **ɢ** or **ġ**) with more than one allophone ([q], [ɢ], [ʁ], etc.)\_\_\_\_\_

2. two separate uvulars **q** and **ɢ**, or **q** and **ġ**, etc.\_\_\_\_\_

3. other (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Status of voiced palato-alveolar fricative ž** [ʒ]

*What is the status of the voiced palato-alveolar fricative in the language?* (check one)

0. **ž** [ʒ] does not occur\_\_\_\_\_

1. [ʒ] occurs only as an allophone of another phoneme (such as **š**)  
(give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. **ž** [ʒ] is a separate phoneme  
(give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Softening of d**

*Is* **d** *ever “softened” in the language?* (indicate any that apply)

1. allophonically softened between vowels to interdental fricative [đ] or interdental approximant (give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. allophonically softened at the end of some or all words to interdental fricative [đ] or interdental approximant (give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. historically softened to **r** between vowels in some or all words (give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. historically softened to **r** at the end of some or all words (give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. historically softened to **y** between vowels in some or all words (give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. historically softened to **y** at the end of some or all words (give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. other types of softening (specify what types and give example words, with meaning) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Status of v and w**

A. *What is the status of labial articulations* [v] *and* [w]*?*

(check one of the following two options)

1. These sounds are separate phonemes. \_\_\_\_\_

2. These sounds do not contrast; they are allophones of a single phoneme. \_\_\_\_\_

B. *If these sounds are (#1) separate phonemes, provide a minimal pair or other evidence that shows that they contrast*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*If these sounds are (#2) allophones of a single phoneme, what is their pronunciation in the following positions*:

other example word  
 [v] [ʋ] [w] (specify) (with meaning)

a. Word-initially before **a** \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Word-internally between **a** and **a** \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. Word-finally after **a** and/or **o** \_\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Vowel inventory (unitary vowels)**

Please underline all the phonemic vowels in this variety (but not allophones). So for example, only underline both **ī** and **i**, or **o** and **ɔ**, or **ɑ̄** and **ɒ̄**, (etc.) if they are separate phonemes (as evidenced by minimal pairs and distribution, etc.). If they are not separate phonemes, underline only the single most common allophone of the pair.

If you are unsure about whether the vowel is a phoneme in this variety, underline the consonant and put a question mark beside it.

Treat these as phonological symbols, not orthographic symbols (as in Kurdish or Turkic orthography).

If phonemic vowels exist which are not shown in the table, please write them on the line below the table.

(The symbols in square brackets [ ] are IPA equivalents of the conventional symbols in the table.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ī** [i:] |  |  |  |  | **ū** [u:] |
| **i** | **ü** [y] | **ɨ** | **ʉ** |  | **u** |
| **ɪ** |  |  |  |  | **ʊ** |
| **ē** [e:] |  |  |  |  | **ō** [o:] |
| **e** | **ö** [œ] | **ə** |  |  | **o** |
| **ɛ** |  |  |  |  | **ɔ** |
| **æ** |  | **a** |  | **ɑ** | **ɒ** |
|  |  | **ā** [a:] |  | **ɑ̄** [ɑ:] | **ɒ̄** [ɒ:] |

Other vowel phonemes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do any of the vowels in the language appear to be peripheral to the phonological system (for example, are only found in words borrowed from other languages, and/or used by younger speakers, etc.)? If so, which vowels? Please also specify the limitations on who uses these vowels and/or in what contexts these vowels are used. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other comments on the vowel inventory:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Vowel inventory (diphthongs or diphthong-like sequences)**

In the table below, please underline all diphthongs or diphthong-like sequences (within a single syllable) which are attested in the language:

|  |  |  |
| --- | --- | --- |
| **ie** |  | **uo** |
| **ei/ey** | **oi/oy** | **ou/ow** |
| **ai/ay** |  | **au/aw** |
| **āi/āy** |  | **āu/āw** |

Other diphthongs or diphthong-like sequences : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Give an example word, with its meaning, for each diphthong or diphthong-like sequence.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Fronting of u**

*Is the vowel* **u** *ever fronted?* (indicate any that apply)

1. allophonically fronted to [ʉ] or [y](ü) in some words (give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. historically fronted to the phoneme **ī** or **i** in some words (give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. other types of **u** fronting (specify, and give example words, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Syllable onset structure**

*What combinations of consonants are permitted at the beginning of a word?*

(check any that apply)

1. only a single consonant\_\_\_\_\_

2. a single consonant followed by **w** (give an example word, with meaning):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

3. a single consonant followed by **y** (give an example word, with meaning):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

4. a single consonant followed by **r** (give an example word, with meaning):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

5. a single consonant followed by **l** (give an example word, with meaning):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

6. other combinations of two consonants (give an example word, with meaning):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

7. three or more consonants (give an example word, with meaning): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

1. **Default stress pattern**

*What is the default stress pattern on stressed words?* (check any that apply)

1. ultimate (stress on last syllable)\_\_\_\_\_

2. penultimate (stress on second-last syllable)\_\_\_\_\_

3. initial (stress on first syllable)\_\_\_\_\_

4. other stress pattern (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_