***Atlas of the Languages of Iran*Questionnaire: Morphosyntax, Part I**

*Throughout, use a phonological orthography as specified in the Atlas documentation (see* <http://carleton.ca/iran/transcription/>*).*

*In many cases, the answers to questions which are different in English may be identical in the language being studied; this is acceptable.*

1. **Plurals (nouns)**

*Write the following words in the language:*

 *women* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *goats* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *houses* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *walnuts* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Definiteness**

A. *Write the following items in the language:*

 *teacher* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *the teacher* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *the young teacher* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *I saw a teacher.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *I saw the teacher.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *Where is the teacher?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *The teacher is at school.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *the teacher that came from Mashhad* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *I saw the teacher that came from Mashhad* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. *How is definiteness typically marked on nouns?* (check only one)

0. nouns are never marked for definiteness\_\_\_\_\_

1. definiteness is limited to nouns in specific types of constructions (emphasis, relative clauses, definite objects, etc.) \_\_\_\_\_

2. definiteness is widely used for all previously mentioned and known concepts \_\_\_\_\_

1. **Grammatical gender (nouns)**

*What is the gender (or noun class) system for nouns?* (check one)

1. nouns are not associated with grammatical gender\_\_\_\_\_

2. nouns are associated with 2 genders: masculine and feminine\_\_\_\_\_

3. nouns are associated with 2 genders: animate and inanimate\_\_\_\_\_

4. nouns are associated with 3 genders: masculine, feminine and neuter \_\_\_\_\_

5. other gender or noun class pattern (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

1. **Other noun phrase constructions**

*Write the following items in the language:*

 *goat* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *a goat* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *my goat* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *(the) farmer’s goat* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *one goat* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *two goats* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *three goats* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *my three black goats* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *these two big walnuts* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *Maryam’s four small brothers* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Adpositions (prepositions, postpositions, circumpositions)**

A. *Write the following sentences in the language:*

 *I live in Shirāz.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *I am working in the kitchen.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *I am going to the market with Ali.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *I am coming from the market.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *I cut it with a knife.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. *What kind of adpositions does the language use?* (check any that apply)

1. no adpositions \_\_\_\_\_

2. prepositions \_\_\_\_\_

3. postpositions \_\_\_\_\_

4. circumpositions \_\_\_\_\_

C. *If a certain type of adposition (e.g., postposition or circumposition) occurs in the language but is not found in the example sentences in A, please provide a sentence with this kind of adposition along with a translation of the sentence.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. **Equivalence clauses**

*Write ‘Nurābād is a city’ in the language.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Attributive, comparative and superlative constructions**

*Write the following items in the language:*

 *the big house* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *the bigger house* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *the biggest house* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*The house is big.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *This house is bigger than that house.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *This is the biggest house.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **‘Have’, ‘Become’, ‘Can, be able’**

*Write the following sentences in the language:*

 *I have a goat.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He became angry.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He became blind.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He became a soldier.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *She can see it.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *She can weave carpets.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Constituent word order (SVO/agent-verb-patient) / differential object marking**

*Write the following sentences in the language:*

 *He is sleeping.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He is eating.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He is eating it.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He is eating apples.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He is eating an apple.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He is eating the apple.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He is eating the apples.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He slept.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He ate.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He ate it.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He ate apples.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He ate an apple.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He ate the apple.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *He ate the apples.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Experiencer constructions**

*Write the following sentences in the language:*

 *I am hungry.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *I love you.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Yes/no questions**

A. *Write the following sentences in the language:*

 *She opened the door.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *Did she open the door?* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. *What strategies are available for asking yes/no questions?* (indicate any that apply)

1. change of intonation \_\_\_\_\_

2. change from normal (declarative) word order \_\_\_\_\_

3. use of a question word or particle (in this case, write the word or particle and state where it is found in a sentence) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. other strategy (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Questionnaire: Morphosyntax, Part II**

1. **Pronoun paradigms**

A. *Fill out all cells in the following table, as you are able. In the case of subject/ergative pronouns and object/absolutive pronouns, underline whichever type of pronoun is found in the language in the top row. If there are additional types of pronouns, please specify what these are in the columns at the right side of the table (adding any columns as needed), and fill in the cells below.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **independ-ent/ free pronoun** | **subject OR ergative pronoun** (underline one) | **object OR absolutive pronoun** (underline one) | **possessive pronoun** | **reflexive pronoun** | **other (specify): \_\_\_\_\_\_\_** | **other (specify): \_\_\_\_\_\_\_** |
| **1sg** |  |  |  |  |  |  |  |
| **2sg** |  |  |  |  |  |  |  |
| **3sg** |  |  |  |  |  |  |  |
| **1pl** |  |  |  |  |  |  |  |
| **2pl** |  |  |  |  |  |  |  |
| **3pl** |  |  |  |  |  |  |  |

B. *Specify all other pronoun categories found in the language in the left column of the following table, and fill in the forms for each category. (Examples of other categories, depending on the language, might include 3sg feminine, 3sg inanimate, 2dual, 2pl inclusive and 2pl exclusive, 3pl feminine, etc.) Add rows as needed.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **independ-ent/ free pronoun** | **subject OR ergative pronoun** (underline one) | **object OR absolutive pronoun** (underline one) | **possessive pronoun** | **reflexive pronoun** | **other (specify): \_\_\_\_\_\_\_** | **other (specify): \_\_\_\_\_\_\_** |
| \_\_\_ |  |  |  |  |  |  |  |
| \_\_\_ |  |  |  |  |  |  |  |
| \_\_\_ |  |  |  |  |  |  |  |
| \_\_\_ |  |  |  |  |  |  |  |

1. **Infinitives**

*Write the infinitive (i.e., non-inflected nominal) verb form, if any, for the following verbs:*

 *to go* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *to come* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *to sleep* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *to see* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *to hit* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Verb paradigms**

*Fill out all cells in the following tables for the verbs ‘go’, ‘sleep’, ‘see’ and ‘hit’.*

*- Add rows to the tables for any other pronoun categories that are found in the verb system of the language (as described in question #1).*

*- When other major verb forms are found in the language (for example, future or perfect), specify what these are in the second table for each verb, and fill in the paradigms for these also.*

*- Underline the stressed syllable in all verb forms.*

***Forms of the verb ‘go’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **perfective/ past** | **imperfective/ present continuous** | **past continuous** | **subjunctive** | **imperative** |
|  | *‘you (etc.) went’* | *‘you (etc.) are going’* | *‘you (etc.) were going’* | *‘...that you (etc.) go’* | *‘go!’* |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Additional forms of the verb ‘go’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** |
| *gloss* |  |  |  |  |  |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Forms of the verb ‘come’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **perfective/ past** | **imperfective/ present continuous** | **past continuous** | **subjunctive** | **imperative** |
|  | *‘you (etc.) came’* | *‘you (etc.) are coming’* | *‘you (etc.) were coming’* | *‘...that you (etc.) come’* | *‘come!’* |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Additional forms of the verb ‘come’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** |
| *gloss* |  |  |  |  |  |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Forms of the verb ‘fall’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **perfective/ past** | **imperfective/ present continuous** | **past continuous** | **subjunctive** | **imperative** |
|  | *‘you (etc.) fell’* | *‘you (etc.) are falling’* | *‘you (etc.) were falling’* | *‘...that you (etc.) fall’* | *‘fall!’* |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Additional forms of the verb ‘fall’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** |
| *gloss* |  |  |  |  |  |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Forms of the verb ‘sleep’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **perfective/ past** | **imperfective/ present continuous** | **past continuous** | **subjunctive** | **imperative** |
|  | *‘you (etc.) slept’* | *‘you (etc.) are sleeping’* | *‘you (etc.) were sleeping’* | *‘...that you (etc.) sleep’* | *‘sleep!’* |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Additional forms of the verb ‘sleep’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** |
| *gloss* |  |  |  |  |  |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Forms of the verb ‘see’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **perfective/ past** | **imperfective/ present continuous** | **past continuous** | **subjunctive** | **imperative** |
|  | *‘you (etc.) saw’* | *‘you (etc.) are seeing’* | *‘you (etc.) were seeing’* | *‘...that you (etc.) see’* | *‘see!’* |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Additional forms of the verb ‘see’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** |
| *gloss* |  |  |  |  |  |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Forms of the verb ‘hit’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **perfective/ past** | **imperfective/ present continuous** | **past continuous** | **subjunctive** | **imperative** |
|  | *‘you (etc.) hit (past)’* | *‘you (etc.) are hitting’* | *‘you (etc.) were hitting’* | *‘...that you (etc.) hit* | *‘hit!’* |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

***Additional forms of the verb ‘hit’***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** | **(specify): \_\_\_\_\_\_\_** |
| *gloss* |  |  |  |  |  |
| **1sg** |  |  |  |  |  |
| **2sg** |  |  |  |  |  |
| **3sg** |  |  |  |  |  |
| **1pl** |  |  |  |  |  |
| **2pl** |  |  |  |  |  |
| **3pl** |  |  |  |  |  |

1. **Verb negation**

*Give the following negative verb forms in the language:*

 *you (sg.) did not go* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) were not going* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) are not going* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *don’t (you sg.) go!* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *...that you (sg.) not go* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) did not come* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) were not coming* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) are not coming* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *don’t (you sg.) come!* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *...that you (sg.) not come* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) did not fall* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) were not falling* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) are not falling* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *don’t (you sg.) fall!* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *...that you (sg.) not fall* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) did not sleep* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) were not sleeping* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) are not sleeping* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *don’t (you sg.) sleep!* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *...that you (sg.) not sleep* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) did not see* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) were not seeing* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) are not seeing* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *don’t (you sg.) see!* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *...that you (sg.) not see* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) did not hit* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) were not hitting* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *you (sg.) are not hitting* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *don’t (you sg.) hit!* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *...that you (sg.) not hit* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Now, underline the stressed syllable(s) in each of the items above.*