

Word Order

The typical word order is

Verb Subject [Direct Object [Indirect Object]]

where each verb takes a specific number of arguments. The language is strictly nominative-accusative. Word order is the only indication of which noun is the subject, direct object, or indirect object.

- (1) kwǒn wihǔ.

kwǒn wihǔ
sleep bird
sleep bird

The bird sleeps.

- (2) krân wùg wug.

krân wùg wug
see 1SG dog
see me dog

I see the dog.

- (3) krân wug wùg.

krân wug wùg
see dog 1SG
see dog me

The dog sees me.

- (4) gāw gó hlātu wùg.

gāw gó hlātu wùg
give 3SG.ANIM plate 1SG
give him plate me

He gives me a plate.

Auxiliary Verbs

Verbs have an intrinsic valency. Some are intransitive, some are transitive, and a few are ditransitive. The language uses auxiliary verbs with gerunds to change transitivity.

Gerunds are formed by adding the suffix *-ga* to a verb.

The auxiliary verb *zà* “do” can take a transitive or ditransitive gerund as an object and produce an intransitive form. *zà* is used exclusively for changing valency and cannot be used for sentences like “I do the homework”.

- (5) zà wihǔ kōgga.

zà wihǔ kōg-ga
do bird eat-GER
do bird eating

The bird eats.

- (6) zà kwaŋx gāwga.

zà kwaŋx gāw-ga
do tree give-GER
do tree giving

The tree gives. / The tree provides.

The auxiliary verb *hlik* “make, cause” can take a gerund as an object. If the gerund is possessed by a noun, the noun is the patient of the sentence. The causative formed is the most general type of causative, where the patient is not necessarily forced.

- (7) hlik howeg kwaŋx xrîzgaty.

hlik howeg kwaŋx xrîz-ga=ty
make wind tree shake-GER=POSS
make wind tree shaking=POSS

The wind makes the tree shake. / The wind shakes the tree.

- (8) hlik howeg xrîzga.

hlik howeg xrîz-ga
make wind shake-GER
make wind shaking

The wind shakes [things]. / The wind shakes the tree.

xrîz is naturally intransitive.

- (9) hlik wihǔ xǎw wihǔ kōggaty.

hlik wihǔ xǎw wihǔ kōg-ga=ty
make bird small bird eat-GER=POSS
make bird small bird eating=POSS

The bird makes the chick eat. / The bird feeds the chick.

The auxiliary verb *xal* “make, cause”, similarly to *hlik*, takes a gerund as an object. However, *xal* also takes in indirect object, which acts as the direct object of the original transitive verb.

- (10) xal wihǔ xǎw wihǔ kōggaty gò.

xal wihǔ xǎw wihǔ kōg-ga=ty gò
 make bird small bird eat-GER=POSS fruit
 make bird small bird eating=POSS fruit

The bird makes the chick eat fruit. / The bird feeds the chick fruit.

Replacements for be, have, and go

The language uses the zero copula. This may be used to relate two nouns or state a noun in a stance form. Because of the language's complex directional system, this takes the place of "to be", "to go", and "to have".

(11) wùg heǎ.

wùg heǎ
 1SG human
 me human

I am a human.

(12) zine wùg zyla nǔrty.

zine wùg zyla nǔr=ty
 3SG.INANIM 1SG blue feather=POSS
 it me blue feather=POSS

It's my blue feather.

(13) wùg zyla nǔrty.

wùg zyla nǔr=ty
 1SG blue feather=POSS
 me blue feather=POSS

The blue feather is mine. / I have a blue feather.

(14) crizǐ xârty slygizna.

crizǐ xâr=ty slygiz=na
 house top=POSS vine=ADESS2
 house top=POSS vine=towards

The vine goes up the house.

Statement of existence equivalent to "there is" does not have a unique construction. Rather, it is treated as a place having things. If the statement of existence is too general to be tied to a particular place, "here" is used by default, or if that is ambiguous, "the world" is used.

(15) kwal̥x gòty.

kwałŷx gò=ty
 tree fruit=POSS
 tree fruit=POSS

The tree has fruit. / There is fruit in the tree.

- (16) kûk crizŷty.

kûk crizŷ=ty
 here house=POSS
 here house=POSS

There are houses here. / There are houses [in general].

Adjectives act like intransitive verbs.

- (17) zyla nŷr.

zyla nŷr
 blue feather
 blue feather

The feather is blue.

Negation

A verb is negated by adding the suffix *-hy*.

- (18) lŷthy èt húgni.

lŷt-hy èt húg=ni
 fly-NEG night bees=INESS2
 fly-not night bees=at

The bees do not fly at night.

- (19) kōghy wùg rāw.

kōg-hy wùg rāw
 eat-NEG 1SG meat
 eat-not me meat

I do not eat meat.

Since adjectives are like verbs, the suffix can be added directly to an adjective.

- (20) zine twazwahŷhy.

zine twazwa-hŷy-hy
 3SG.INANIM metal-ADJ-NEG
 it metal-not

It's not made of metal.

This also applies to adjectives that are not directly acting as verbs. The most obvious application of this is in disambiguation, but it can also just be a simple description (not quite an antonym, just a lack of a trait).

(21) kōghy wihǔ zighy gò.

kōg-hy	wihǔ	zig-hy	gò
eat-NEG	bird	fresh-NEG	fruit
eat-not	bird	fresh-not	fruit

The birds do not eat unfresh fruit.

Since there is no verb when relating two nouns or stating a noun in a stance form, a special verb must be used for negating such a statement. *ì* “be / go” is used with the negation suffix attached. *ì* is special in that it is neither transitive nor intransitive, and accepts either two nouns or one noun in a stance form.

(22) ìhy wùg wihǔ.

ì-hy	wùg	wihǔ
be-NEG	1SG	bird
be-not	me	bird

I am not a bird.

(23) ìhy èt kûkni twazwahły hūtna.

ì-hy	èt	kûk=ni	twazwa-hły	hūt=na
be-NEG	night	here=INESS2	metal-ADJ	caterpillar=ADESS2
be-not	night	here=at	metal	caterpillar=towards

The trains do not go here at night.

Adverbs

Adverbs are just adjectives placed before verbs rather than before nouns.

(24) cỳłty kwǒn wùg.

cỳłty	kwǒn	wùg
happy	sleep	1SG
happy	sleep	me

I sleep happily.

Tense

There are four tenses, present, past, future, and remote past, used for example when telling stories. The present is unmarked. The other tenses are indicated by verbal suffixes.

- (25) kwõnce wùg.

kwõn-ce wùg
sleep-PST 1SG
slept me

I slept.

- (26) zàcat takís gréga.

zà-cat takís gré-ga
do-HST country farm-GER
did country farming

The country farmed [once upon a time].

The tense suffixes occur before *-hy*.

- (27) xwèwykhy wùg agìty zine.

xwè-wyk-hy wùg agì=ty zine
know-FUT-NEG 1SG friend=POSS 3SG.INANIM
know-will-not me friend=POSS it

My friend will not know it.

“be”, “have”, and “go” are usually expressed without a verb in the present tense. In the other tenses, they must have a verb. Forms which take one noun in a stance form use the same *ì* that negation uses. However, forms which relate two nouns use the suppletive verb *sèt*, which is not used in present tense.

- (28) sètwyk heľă wùg agìty.

sèt-wyk heľă wùg agì=ty
be-FUT human 1SG friend=POSS
be-will human me friend=POSS

The human will be my friend.

- (29) ìce lutlùt wùgna.

ì-ce lutlùt wùg=na
be-PST river 1SG=ADESS2
was river me=at

I was at the river.

(30) ìce lutlùt wùgza.

ì-ce lutlùt wùg=za
be-PST river 1SG=ALL2
went river me=to

I went to the river.

(31) ìcat à gónty.

ì-cat à gón=ty
be-FUT 2SG food=POSS
have-will you food=POSS

The food will be yours. / You will have food.

Adjectives simply take tense suffixes like normal verbs.

(32) xǎwcat wùgwùg.

xǎw-cat wùgwùg
young-HST 1PL
young-were we

We were young [long ago, or in a story].

Aspect and Mood

Semantic aspect and mood are not indicated grammatically. Rather, if they have reason to be expressed, they are just adverbs (or sometimes complex constructions if more detail is required).

Example for progressive aspect.

(33) taktak lýtce wihǔ.

taktak lýt-ce wihǔ
for.some.time fly-PST bird
for.some.time flew bird

The bird flew for some time. / The bird was flying.

Example for iterative aspect.

(34) ò xenātce wùg sōkrohły lâł.

ò xenāt-ce wùg sōkro-hły lâł
again read-PST 1SG leaf-ADJ song
again read me leafy song

I read the book again. / I reread the book.

Example for potential mood. Most adverbs don't apply to the copula in a natural way, but this is an instance where it can happen. Adverbs applied to the null copula just end up at the start of the sentence.

(35) cēlta zine rōk.

cēlta zine rōk
might 3SG.INANIM mountain
might it mountain

It might be the mountain.

Conjunctions and Conditionals

The basic conjunctions are *tot* “and” and *cec* “or”. When joining two items, the conjunction is placed between. When joining three or more items, the conjunction may be placed between each item or may be used just once after all the items. Parallel items all undergo any expected inflection.

(36) cāwce nī tot wihǔ.

cāw-ce nī tot wihǔ
loud-PST cat and bird
loud-were cat and bird

The cat and the bird were loud.

(*kȳhi* is an adverb.)

(37) kȳhi à hūgty hūttȳ crákty cec.

kȳhi à hūg=ty hūt=ty crák=ty cec
able 2SG bee=POSS caterpillar=POSS ant=POSS or
able you bee=POSS caterpillar=POSS ant=POSS or

You can have the bee, the caterpillar, or the ant.

(38) lȳtce, toktōkce, slēxce tot wùgwùg.

lȳt-ce toktōk-ce slēx-ce tot wùgwùg
fly-PST run-PST swim-PST and 1PL
flew ran swam and us

We flew, ran, and swam.

This is also how clauses are joined by conjunctions.

(39) toktōkce nī, tot gēntyce wug nī.

toktōk-ce nī tot gēntyce wug nī
run-PST cat and follow-PST dog cat
ran cat and followed dog cat

The cat ran, and the dog followed the cat.

- (40) krânce wihǔ nī, krânce nī wug, krânce wug heǎ tot

krân-ce wihǔ nī krân-ce nī wug krân-ce wug heǎ tot
see-PST bird cat see-PST cat dog see-PST dog human and
saw bird cat saw cat dog saw dog human and

The bird saw the cat, the cat saw the dog, and the dog saw the human.

The emphasized forms “either ...or” and “both ...and” can be expressed by placing the conjunction between the words and after the list.

- (41) nácce wùg sōkrohǔ lâl tot zū sōkro tot.

nác-ce wùg sōkro-hǔ lâl tot zū sōkro tot
take-PST 1SG leaf-ADJ song and thick leaf and
took me leafy song and thick leaf and

I took both the book and the card.

Conditional compound sentences are formed similarly to conjunctive compound sentences, by putting the clauses on either side of a linking word. In English, the words relating the clauses can occur in various places, e.g. “If X, then Y” vs. “When X, Y” vs. “X, yet Y”. I instead have just one word that is always between the two sides.

English has special rules for how tenses are expressed under irrealis moods (specifically, “if I were” is the prescribed standard). I choose for tenses to be expressed based only on time.

- (42) xal à ǎyz tǎgagaty, xīg kùwixwyk wùg zinezine.

xal à ǎyz tǎga-ga=ty xīg kùwix-wyk wùg zinezine
make 2SG flower grow-GER=POSS if.then buy-FUT 1SG 3PL.INANIM
make you flower growing=POSS if.then buy-will me them

If you grow flowers, I will buy them.

- (43) nácce gó rōrhǔ cíntag, wên gǔzce zine lúky rygi.

nác-ce gó rōr-hǔ cíntag wên gǔz-ce zine lúk=ty
take-PST 3SG.ANIM gold-ADJ statue when.then put-PST 3SG.INANIM place=POSS
took him golden statue when.then put it place=POSS
ryg=i
sand=ILL3
sand=ILL3

When he took the golden statue, he put sand in its place.

Subordinate Clauses

A subordinate clause describing a noun (i.e. a relative clause) is formed by using the clause in its standard form, replacing each referent to the noun with the appropriate demonstrative pronoun form of “that”, and then following the clause with the determiner form of “that” and the noun. If the demonstrative pronoun comes right before the demonstrative determiner, the pronoun can be dropped.

- (44) krân wùg xłösce à krũxhly røk.

krân	wùg	xłös-ce	à	krũx-hly	røk
see	me	draw-PST	2SG	DEM.DIST.INANIM-ADJ	mountain
see	me	drew		you that	mountain

I see the mountain that you drew.

- (45) zine zĩghy krũx kýt krũxhly kiłil.

zine	zĩg-hy	krũx	kýt	krũx-hly	kiłil
3SG.INANIM	harm-NEG	DEM.DIST.INANIM.SG	4SG	DEM.DIST.INANIM-ADJ	secret
it	harm-not	that		one	secret

It is a secret that does not harm one.

(I translate *sît* as “seek” in the gloss since it is transitive, but as “search” in the translation since that is the translation that is more faithful to meaning.)

- (46) câwtuce zâce kũx sîtga kũxhly hũg lỹz.

câwtu-ce	zâ-ce	kũx	sît-ga	kũx-hly	hũg lỹz
find-PST	do-PST	DEM.DIST.ANIM.SG	seek-GER	DEM.DIST.ANIM-ADJ	bee flower
found	did	that	seeking	that	bee flower

The bee that searched found the flower.

Instrumentals are expressed using this form. To say “A did B with C”, use “A that use[d] C did B” (in the appropriate tense).

- (47) tøkce krũx kwal õgce krũxhly lutlùt røk.

tøk-ce	krũx	kwal	õg-ce	krũx-hly	lutlùt
hit-PST	DEM.DIST.INANIM.SG	use-PST	water	DEM.DIST.INANIM-ADJ	river
hit	that	used	water	that	river
røk					
mountain					
mountain					

The river hit the mountain with water.

A subordinate clause acting as a noun is expressed the same way, but just with the demonstrative pronoun at the end, rather than the demonstrative determiner and a noun.

(48) câwtuce wùg sîtce wùg krũx.

câwtu-ce wùg sît-ce wùg krũx
find-PST 1SG seek-PST 1SG DEM.INANIM.DIST.SG
found me sought me that

I found what I was searching for.

(49) nôrhly éł hēwakce kũx kwal kũx.

nôr-hly éł hēwak-ce kũx kwal
DEM.ANIM.PROX-ADJ person drink-PST DEM.ANIM.DIST.SG water
this person drank that water
kũx
DEM.ANIM.DIST.SG
that

This person is who drank the water.

A clause acting as a noun (i.e. a content clause) is expressed by simply placing the subordinate clause directly within the outer clause. This is similar to the English form that elides “that”.

(50) xwè wùg krânce gó wùgwùg.

xwè wùg krân-ce gó wùgwùg
know 1SG see-PST 3SG.ANIM 1PL
know me saw him us

I know that he saw us. / I know he saw us.

Questions

All questions have the question particle *ã* at the front.

A polar question is formed by adding the question particle *ã* at the front of the sentence, and adding *ha* “yes” or *ik* “no” to the end. There is no significant difference between the two options (meaning neither is the expected answer).

(51) ã, câwtuce gógó wug, ha?

ã câwtu-ce gógó wug ha
Q find-PST 3PL.ANIM dog yes
Q found them dog yes

Did they find the dog?

(52) ã, kōgce gréryl kōg?

ã kōg-ce gré-ryl kōg
Q eat-PST farm-AGT.ANIM grain
Q ate farmer grain

Did the farmer eat the grain?

An open question is formed by adding the question particle *ã* at the front of the sentence, and using the interrogative pronoun *twãx* for inanimate topics and *tãx* for animate topics. Just like other pronouns, these reduplicate for plurals and take the *-hły* adjectival suffix to form determiners. (INT means interrogative pronoun.)

(53) *ã, câwtuce twãx gógóni wug?*

<i>ã</i>	<i>câwtu-ce</i>	<i>twãx</i>	<i>gógó=ni</i>	<i>wug</i>
Q	find-PST	INT.INANIM.SG	3PL.ANIM=INESS2	dog
Q	found	what	them=at	dog

Where did they find the dog?

(54) *ã, hłıkce tãxtãx à krângaty sōkro?*

<i>ã</i>	<i>hłık-ce</i>	<i>tãxtãx</i>	<i>à</i>	<i>krân-ga=ty</i>	<i>sōkro</i>
Q	make-PST	INT.ANIM.PL	2SG	see-GER=POSS	leaf
Q	made	who	you	seeing=POSS	leaf

Who (pl.) showed you the leaf?

(55) *ã, kōgce à twãx?*

<i>ã</i>	<i>kōg-ce</i>	<i>à</i>	<i>twãx</i>
Q	eat-PST	2SG	INT.INANIM.SG
Q	ate	you	what

What did you eat?

(56) *ã, lāl à twãx-hły lāl?*

<i>ã</i>	<i>lāl</i>	<i>à</i>	<i>twãx-hły</i>	<i>lāl</i>
Q	sing	2SG	INT.INANIM-ADJ	song
Q	sing	you	what	song

What song are you singing?

For questions with options, simply list the options at the end of the question, joining them with “or”.

(57) *ã, kazcō à twãxhły, hlātu, cycīl, zyla cec?*

<i>ã</i>	<i>kazcō</i>	<i>à</i>	<i>twãx-hły</i>	<i>hlātu</i>	<i>cycīl</i>	<i>zyla</i>	<i>cec</i>
Q	want	2SG	INT.INANIM-ADJ	plate	red	blue	white or
Q	want	you	what	plate	red	blue	white or

Which plate do you want, red, blue, or white?

Derivational Morphology

One instance of derivational morphology has already been explained in the previous assignment, which is *-hly*, a suffix that forms adjectives out of materials. It is overloaded to create determiner forms of demonstrative pronouns.

(58) *ã, kazcõ à twãxhly, hlātu, cycil, zyla?*

<i>ã</i>	<i>kazcõ à</i>	<i>twãx-hly</i>	<i>hlātu</i>	<i>cycil</i>	<i>zyla</i>
Q	want 2SG	INT.INANIM-ADJ	plate	red	blue white
build-HST	bird	grassy nest,	wooden nest,	stone nest	and

The birds built a grass nest, a wooden nest, and a stone nest.

-kac takes an adjective and turns it into a verb with “become”, like the intransitive forms of the English suffixes “-ify” and “-ize”. This is semantically somewhat similar to the auxiliary forms from earlier, but I chose a different mechanism because it only applies to adjectives.

(59) *cycilkacce zān.*

<i>cycil-kac-ce</i>	<i>zān</i>
red-become-PST	sky
became.red	sky

The sky became red. / The sky reddened.

(60) *klàzkacce zine wên gūskacce zine.*

<i>klàz-kac-ce</i>	<i>zine</i>	<i>wên</i>	<i>gūs-kac-ce</i>	<i>zine</i>
dry-become-PST	3SG.INANIM	when.then	small-become-PST	it
dried	it	when.then	shrank	it

When it dried, it shrank.

-ryl takes a verb and makes an animate agentive noun. *-tyr* takes a verb and makes an inanimate agentive noun.

(61) *xwè slêxryl kwal.*

<i>xwè</i>	<i>slêx-ryl</i>	<i>kwal</i>
know	swim-AGT.ANIM	water
know swimmer		water

The swimmer knows the water.

(62) *sîtce kûx ôgce tylĩhlyr kûxhly wùg rôr*

<i>sît-ce</i>	<i>kûx</i>	<i>ôg-ce</i>	<i>tylĩhlyr</i>	<i>kûx-hly</i>	<i>wùg rôr</i>
seek-PST	DEM.ANIM.SG	use-PST	dig-AGT.INANIM	DEM.ANIM-ADJ	1SG gold
sought	that	used	spade	that	me gold

I searched for gold with the spade.

-zoc takes a verb or adjective and forms a noun representing the process or result of the action (like “-tion” or the “-th” in “growth” and “theft”) or the state of the adjective (like “-ness”).

- (63) k̄yhihy kùwix k̄yt c̄yltyzoc.

k̄yhi-hy kùwix k̄yt c̄ylty-zoc
able-NEG buy 4SG happy-NMLZ
able-not buy one happiness

One cannot buy happiness.

- (64) ã, twãxtwãx à câwtuzocty?

ã twãxtwãx à câwtu-zoc=ty
Q INT.INANIM.PL 2SG find-NMLZ=POSS
Q what you findings=POSS

What are your findings?

-lon takes a noun and forms an adjective of similarity, like “-like” in English.

- (65) kiñl̄lon wùgwùg xwē criz̄ityty.

kiñl̄-l̄lon wùgwùg xwē criz̄=ty=ty
secret-like 1PL study house=POSS=POSS
secretive us study house=POSS=POSS

Our school is secretive.

- (66) sū n̄lon à wugty.

sū n̄lon à wug=ty
very cat-like you dog=POSS
very catlike you dog=POSS

Your dog is very catlike.

-et takes a verb and forms an adjective that usually means a specialized or generalized version of the past participle. As in English, the participle applies to the object of a transitive verb or the subject of an intransitive verb. (Wikipedia calls this behavior some distinction between active and passive uses.)

- (67) òt t̄l t̄lkacet s̄okro kwalty.

òt t̄l t̄l-kac-et s̄okro kwal=ty
should sweet sweet-become-PTCP leaf water=POSS
should sweet sweetened leaf water=POSS

The sweetened tea should be sweet.

(68) ã, kōgwyk à gréet gò, ha?

ã kōg-wyk à gré-et gò ha
Q eat-FUT 2SG farm-PTCP fruit yes
Q eat-will you farmed fruit yes

Will you eat the farmed fruit?

(69) xrôk tāgaet wihǔ.

xrôk tāga-et wihǔ
big grow-PTCP bird
big grown bird

The grown bird is big.

Sample Sentences

I have intentionally made some words with some semantic relation similar but with different tones. I explain this as historically old morphology that was lost and only reflected in tones, then completely obscured after tone changes over time. In my conworld, parrots have only recently begun speaking human-like languages. I explain the very fast rates of change as volatility within a very new language system.

(70) kwīn kwīn.

kwīn kwīn
sour pickle
sour pickle

The pickle is sour.

Since the language does not have zero-valency verbs and I do not like English's use of dummy pronouns, in cases like weather statements I use a reasonable subject.

(71) nùr tyłǎc gás ozkǎ cìz.

nùr tyłǎc gás ozkǎ cìz
bright sun but cold air
bright sun but cold air

The sun is bright, but it's cold.

Double negation is still negative. In this case, it is not required everywhere. There are several possibilities that must be clarified.

- “already-not bloom” means they are just starting to bloom (more idiomatic to use a “just starting” adverb).
- “already bloom-not” means they are no longer blooming.

- “already-not bloom-not” means have not yet bloomed.
- “already-not bloomed” means they were starting to bloom.
- “already bloomed-not” means they had stopped blooming.
- “already-not bloomed-not” means they had not yet bloomed.

(72) ĭci ĭȳzce hwàgkin ĭȳz, gás ĭcihy ĭȳzhy zyła ĭȳz.

ĭci ĭȳz-ce hwàgkin ĭȳz gás ĭci-hy ĭȳz-hy zyła ĭȳz
 already bloom-PST yellow flower but already-NEG bloom-NEG blue flower
 already bloomed yellow flower but already-not bloom-not blue flower

The yellow flowers have bloomed, but the blue flowers have not.

(73) ĭci ĭȳzhy cycĭl ĭȳz.

ĭci ĭȳz-hy cycĭl ĭȳz
 already bloom-NEG red flower
 already bloom-not red flower

The red flowers already are not blooming. / The red flowers have stopped blooming.

To say it is some season, say the day is of the season.

(74) howeg zasōgty kàtṭy tot cycĭlkac sōkro.

howeg zasōg=ty kàt=ty tot cycĭl-kac sōkro
 wind season=POSS day=POSS and red-become leaf
 wind season=POSS day=POSS and redden leaf

It is autumn and the leaves are turning red.

(75) kōg tyłác zasōgty wùgwùgni āx gò.

kōg tyłác zasōg=ty wùgwùg=ni āx gò
 eat sun season=POSS 1PL=INESS2 much fruit
 eat sun season=POSS us=in much fruit

We eat a lot of fruit in summer.

(76) xāk gógó kwaĭȳxty xārti.

xāk gógó kwaĭȳx=ty xār=ty=i
 bottom 3PL.ANIM tree=POSS top=POSS=ILL3
 bottom them tree=POSS top=POSS=into

Their trees' tops go down.

(The language does have separate words for big, many, and much.)

(77) lỳ sōkro gás ĭȳz tôctyn sỳcty.

lỳ sōkro gās lỳz tōctyn sỳc=ty
 green leaf but flower many color=POSS
 green leaf but flower many color=POSS

Leaves are green but flowers have many colors.

- (78) ỉxa lỳz tot slyc slarýhly kwałxhly hengó.

ỉxa lỳz tot slyc slarý-hly kwałx-hly hengó
 sudden bloom and die grass-ADJ tree-ADJ forest
 sudden bloom and die grass tree forest

A bamboo forest blooms and dies suddenly.

(Wind instruments are called “[inanimate] singers” since, compared to other instruments, their way of making sound is similar to that of humans and parrots.)

- (79) hłık ciz lāltyr slarýhly kwałxhly tàek xrîzgaty.

hłık ciz lāl-tyr slarý-hly kwałx-hly tàek xrîz-ga=ty
 make air sing-AGT.INANIM grass-ADJ tree-ADJ chip shake-GER=POSS
 make air singer grass tree chip shaking=POSS

Air shakes a wind instrument’s reed.

- (80) wugłon ôgce wùg krũxhly kláte.

wug-lon ôg-ce wùg krũx-hly kláte
 dog-like use-PST 1SG DEM.INANIM.DIST-ADJ design
 dog-like used me that design

The design I used is dog-like.

- (81) kazcǒhy hàgry kýtkyt xār xwěty.

kazcǒ-hy hàgry kýtkyt xār xwě=ty
 want-not some 4PL brain study=POSS
 want-not some them brain study=POSS

Some don’t want to use psychology.

- (82) kazcǒhy hàgry kýtkyt xār xwěty.

xrôł kýtkyt kùwix él krârwik
 say 4PL buy person idea
 say them buy person idea

They say people buy ideas.

- (83) cýlty cǎw nùr tot lâl gás kwālhy zine.

cýlty cǎw nùr tot lâl gás kwāl-hy zine
 happy loud bright and song but good-NEG 3SG.INANIM
 happy loud bright and song but good-not it

The song is happy, loud, and bright, but it is not good.

- (84) cýlty cǎw nùr tot lál gás kwǎlhy zine.

xwè-ce wùg wán-ce gógó krûx-hly wàn
know-PST 1SG play-PST 3PL.ANIM DEM.INANIM.DIST-ADJ game
knew me played them that game

I knew the game they were playing.

- (85) ôgce wánryl gūs zynyt.

ôg-ce wán-ryl gūs zynyt
use-PST play-AGT.ANIM small stone
used player small stone

The players used small stones.

(No, tea is not especially important to parrots.)

- (86) hēwak hǎgry él lý sōkro kwalty, tot hēwak hǎgry él slàn sōkro kwalty.

hēwak hǎgry él lý sōkro kwal=ty tot hēwak hǎgry él slàn sōkro
drink some person green leaf water=POSS and drink some person black leaf
drink some person green leaf water=POSS and drink some person black leaf
kwal=ty
water=POSS
water=POSS

Some people drink green tea, and some people drink black tea.

- (87) hēwakce wánce kûxkûx wàn kûxhly él lý sōkro kwalty.

hēwak-ce wán-ce kûxkûx wàn kûxhly él lý
drink-PST play-PST DEM.ANIM.DIST.PL game DEM.ANIM.DIST-ADJ person green
drank played that game those people green
sōkro kwal=ty
leaf water=POSS
leaf water=POSS

The people playing the game were drinking green tea.

- (88) hēwakce wánce kûxkûx wàn kûxhly él lý sōkro kwalty.

hēwak-ce wán-ce kûxkûx wàn kûxhly él lý
drink-PST play-PST DEM.ANIM.DIST.PL game DEM.ANIM.DIST-ADJ person green
drank played that game those people green
sōkro kwal=ty
leaf water=POSS
leaf water=POSS

The people playing the game were drinking green tea.

- (89) tāga rýt lúk sōkro kwalty kwałŷxtyni.

tāga rýt lúk sōkro kwal=ty kwałŷx=ty=ni
grow warm place leaf water=POSS tree=POSS=INESS2
grow warm place leaf water=POSS tree=POSS=in

The tea tree grows in warm places. [geographically]

- (90) tīke slōrslōr rōk ozkā=la.

tīke slōrslōr rōk ozkā=la
white DEM.INANIM.PROX.PL mountain ice=ADESS3
white these mountains ice=on

The ice on these mountains is white.

- (91) kŷhi sitār zèkhŷ xār tōctyn krārwik kŷt.

kŷhi sitār zèk-hŷ xār tōctyn krārwik kŷt
able show electricity-ADJ brain many idea 4SG
able show electric brain many idea one

The computer can show one many ideas.

- (92) hŷkwyk sotê hŷg slycgaty.

hŷk-wyk sotê hŷg slyc-ga=ty
make-FUT rain fire die-GER=POSS
make.will rain fire dying=POSS

The rain will put out the fire. / The rain will kill the fire.

- (93) cāwtuce gó kwałŷx xākty xella.

cāwtu-ce gó kwałŷx xāk=ty xeł=la
find-PST 3SG.ANIM tree bottom=POSS REFL.SG=ADESS3
found him tree bottom=POSS self=at

He found himself under the tree.

- (94) kwōnce kwałŷx xākty góla.

kwōn-ce kwałŷx xāk=ty gó=la
sleep-PST tree bottom=POSS 3SG.ANIM=ADESS3
slept tree bottom=POSS him=at

He slept under the tree.

- (95) kwałŷx xākty crákli.

kwaŋx xāk=ty crák=li
 tree bottom=POSS ant=INESS3
 tree bottom=POSS ant=in

The ant was in the bottom part of the tree.

- (96) sīt hægry crák sōkro gās k̄hi kōg gógó crò ĭ

sīt hægry crák sōkro gās k̄hi kōg gógó crò ĭ
 seek some ant leaf but able eat 3PL.ANIM other thing
 seek some ant leaf but able eat them other things

Some ants search for leaves but they can eat other things.

- (97) cohon crò crák tūl kwal

cohon crò crák tūl kwal
 create other ant sweet water
 create other ant sweet water.

Other ants make sweet water.

- (98) xrōk ìl.

xrōk ìl
 big language
 big language

Languages are big.

- (99) xwèce zàce k̄x xrōlga k̄xhly wihũ kiłl.

xwèce	zàce	k̄x	xrōlga	k̄xhly	wihũ	kiłl
know-PST	do-PST	DEM.ANIM.DIST.SG	say-GER	DEM.ANIM.DIST-ADJ	bird	secret
knew	did	that	saying	that	bird	secret

The bird who spoke knew a secret.

- (100) gāwce gó zine wihũ gās gāwcehy gó zine hełă.

gāw-ce	gó	zine	wihũ	gās	gāw-ce-hy	gó
give-PST	3SG.ANIM	3SG.INANIM	bird	but	give-PST-NEG	3SG.ANIM
gave	him	bird	but	gave-not	him	human
zine	hełă					
3SG.INANIM	human					

He gave it to the birds but not the humans.