Documentation of Northern Alta: grammar, texts and glossary

Alexandro-Xavier García Laguía
Documentation of Northern Alta: grammar, texts and glossary

Programa de doctorat en
Ciència Cognitiva i Llenguatge

Doctorand: Alexandro-Xavier García Laguía
Director: Lawrence Reid
Director: Ulrike Mosel
Tutor: Carme Junyent
Para ti, mamá…
Acknowledgements

First of all, I would like to thank all the members of the Alta communities for accepting me and for teaching me their language. I have learned a lot from them not only as a linguist but also as a person. A special mention goes to two young Alta, for their help and willingness to document their language: Maebell Fernandez and Jennifer Marques.

I wish to thank Carme Junyent, my tutor at the University of Barcelona, for encouraging me to pursue my studies in linguistics and for her unwavering support throughout my Phd.

My sincere gratitude goes to Laurie Reid for suggesting the Northern Alta language for this dissertation, for helping me contact the Alta for the first time, for his support and help over these years and for everything he has taught me. I am also immensely grateful to Ulrike Mosel for inspiring me and encouraging me in my analysis of the grammar. I was very fortunate to have them both as my supervisors.

I am also very grateful to the ELDP program for providing me with the funding necessary for this project, and to the staff at the ELAR archive for the many things they have taught me on language documentation. Many thanks to Mandana Seyfeddinipur, Sophie Salffner, Vera Ferreira, and to the ELDP panel for believing in this project.

I wish to thank all my colleagues working on Austronesian languages, for providing insights and productive feedback on my work and ideas.

I also wish to thank Marilyn Gallego, for helping me so many times during these years and for the many things I have learned from her. Without her help the collection of data of the Northern Alta language would have been much more difficult. I also am grateful to my friends who have helped me in different aspects of this project, Harry Few, Brendan Ebdner, Marianne Collier, my great friends from La Mancha and Beijing, Geny Gonzales, Ricardo Quilatan Lucia Medea, Ivo Spira, Marta Cusido, Ana Sevilla, Aissa Boubou, Michelle Wu, Abbie Bentley and Clycia Peixoto.

Finally, I wish to thank my family for their unconditional support. My brothers have always been inexhaustible sources of inspiration and my parents have provided me infinite amounts of love. Without them I could not have achieved this project.
Resumen

Northern Alta (código iso: aqn) es una lengua ‘Negrito’ hablada por menos de 300 personas en la zona oeste de la isla de Luzón, en las Filipinas. Sus hablantes son negritos, un grupo étnico perteneciente a las poblaciones austroloides-melanesias consideradas como las primeras en habitar las islas, habiendo llegado al territorio hace al menos 50.000 años. Como muchas otras lenguas del archipiélago Filipino, la lengua no se está transmitiendo a la generación de niños y por tanto necesita ser documentada y descrita con urgencia. El presente estudio trata de responder a esta necesidad.

Esta tesis doctoral es uno de los resultados del proyecto de documentación de la lengua Northern Alta, en el cual hemos producido un total de 19 horas de grabaciones de video y audio, de las cuales hemos transcríto y traducido 13 horas. El corpus de grabaciones transcritas ha proporcionado los datos que aparecen en este trabajo, que consiste en una descripción de la gramática de la lengua, un texto de 25 minutos glosado (grabación 103) y un glosario de 2400 entradas (alta – inglés, inglés, alta).

Abstract

Northern Alta (iso code: aqn) is a Negrito language spoken by fewer than 300 people in the Eastern side of Luzon Island in the Philippines. Northern Alta is spoken by Negritos, who are part of the Australoid-Melanesian populations considered as the first inhabitants of the Philippines, arriving to the territory at least 50,000 years ago. Like many other languages in the Philippines, Northern Alta is currently not being transmitted to the next generation and thus requires urgent documentation and description. We attempt to address these needs in the present work.

This PhD dissertation is one of the descriptive outputs of a language documentation project in which we have recorded a total of 19 hours of video and audio, and we have transcribed and translated 13 hours. The corpus of annotated recordings provides the data for this dissertation, which consists of a description of the grammar of the language, a 25-minute text with interlinear morpheme glossing (recording 103), and a glossary of 2,400 items (Alta – English, English-Alta).
# Table of contents

(Short version)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>2. Phonology</td>
<td>27</td>
</tr>
<tr>
<td>3. Morphology</td>
<td>51</td>
</tr>
<tr>
<td>4. Basic clauses</td>
<td>75</td>
</tr>
<tr>
<td>5. Word classes</td>
<td>107</td>
</tr>
<tr>
<td>6. Case</td>
<td>185</td>
</tr>
<tr>
<td>7. Voice-marked words</td>
<td>219</td>
</tr>
<tr>
<td>8. Glossed text: “The story of Minero”</td>
<td>251</td>
</tr>
<tr>
<td>9. Glossary</td>
<td>347</td>
</tr>
<tr>
<td>10. Conclusions</td>
<td>419</td>
</tr>
<tr>
<td>11. References</td>
<td>423</td>
</tr>
<tr>
<td>Appendix A: list of all abbreviations in this dissertation</td>
<td>429</td>
</tr>
<tr>
<td>Appendix B: glossing of word classes</td>
<td>433</td>
</tr>
<tr>
<td>Appendix C: list of recordings of the language</td>
<td>437</td>
</tr>
</tbody>
</table>
# Table of contents

1. **Introduction** ...................................................................................................................... 1
   1.1 Aims of this study .................................................................................................................. 1
   1.2 Background of the Alta language ....................................................................................... 1
   1.3 Previous research on Northern Alta .................................................................................... 2
   1.4 Genetic classification .......................................................................................................... 4
       1.4.1 Relationship with Southern Alta .............................................................................. 5
   1.5 History of the Alta tribe ...................................................................................................... 5
   1.6 Vitality of the language ........................................................................................................ 6
       1.6.1 Intergenerational language transmission .................................................................. 7
       1.6.2 Absolute number of speakers and proportion within the total population ............... 7
       1.6.3 Domains of language use ........................................................................................... 8
       1.6.4 Response to new domains and media ...................................................................... 8
       1.6.5 Availability of materials for language education and literacy .................................. 9
       1.6.6 Governmental and institutional language attitudes and policies ............................... 9
       1.6.7 Community members’ attitudes towards their own language .................................. 9
       1.6.8 Type and quality of documentation .......................................................................... 9
   1.7 Research, field methods and outputs .................................................................................. 10
       1.7.1 Field trips to the Alta communities ........................................................................... 10
       1.7.2 Documentation team .................................................................................................. 11
           1.7.2.1 Collectors ............................................................................................................ 11
               1.7.2.1.1 Alex García ................................................................................................. 11
               1.7.2.1.2 Marilyn Gallego .......................................................................................... 12
           1.7.2.2 Trainees .............................................................................................................. 12
               1.7.2.2.1 Maebell Fernandez ....................................................................................... 12
               1.7.2.2.2 Jennifer Marques .......................................................................................... 12
           1.7.2.3 Language consultants ....................................................................................... 12
               1.7.2.3.1 Violeta Fernandez ......................................................................................... 13
               1.7.2.3.2 Renita Santos ............................................................................................. 13
               1.7.2.3.3 Genalyn Garcia ............................................................................................ 13
               1.7.2.3.4 Nelita Cristobal ............................................................................................. 13
           1.7.2.4 Recorded speakers ............................................................................................... 14
       1.7.3 Fieldwork locations ........................................................................................................ 15
           1.7.3.1 Barangay Diteki ................................................................................................... 15
           1.7.3.2 Barangay Dicoliat ............................................................................................... 16
           1.7.3.3 Barangay Dianed ................................................................................................ 16
           1.7.3.4 Barangay Villa ..................................................................................................... 16
       1.7.4 Fieldwork methods ........................................................................................................ 16
           1.7.4.1 Equipment .......................................................................................................... 16
           1.7.4.2 Elicitation: starting to speak the language ............................................................ 17
           1.7.4.3 Recording sessions ............................................................................................. 18
           1.7.4.4 Annotation: transcribing and translating with ELAN ........................................... 19
           1.7.4.5 Metadata with Arbil and ELAR Archive collection ............................................... 20
           1.7.4.6 Language documentation outputs ...................................................................... 21
   1.8 Presentation of the data in the current dissertation .......................................................... 22
       1.8.1 Glossed examples ........................................................................................................ 23
           1.8.1.1 Square brackets .................................................................................................. 25
           1.8.1.2 Elements in bold ............................................................................................... 25
           1.8.1.3 Underlined segments .......................................................................................... 26
2. Phonology........................................................................................................27
  2.1 Introduction ...................................................................................................27
  2.2 Phonemic inventory .........................................................................................27
    2.2.1 Vowels .....................................................................................................27
      2.2.1.1 Minimal pairs ....................................................................................28
      2.2.1.2 The vowel /i:/ ..................................................................................29
      2.2.1.3 The vowel /u/ ..................................................................................30
      2.2.1.4 The vowel /a/ ..................................................................................30
      2.2.1.5 Borrowed vowels .............................................................................30
    2.2.1.5.1 The vowel /e/ ...............................................................................31
    2.2.1.5.2 The vowel /o/ ...............................................................................31
    2.2.1.6 Diphthongs ........................................................................................31
  2.2.2 Accent and vowel length ..............................................................................32
  2.2.3 Consonants ................................................................................................34
    2.2.3.1 Minimal pairs .....................................................................................34
    2.2.3.2 The phoneme /ʔ/ ...............................................................................37
    2.2.3.3 The phoneme /r/ ...............................................................................37
    2.2.3.4 The phoneme /dʒ/ ............................................................................39
    2.2.3.5 Geminates ..........................................................................................40
    2.2.3.6 Alternations between [s] and [h] ........................................................40
    2.2.3.7 Phonotactics .......................................................................................41
  2.3 Syllable structure ............................................................................................42
  2.4 Practical orthography ......................................................................................43
    2.4.1 The orthography and the phonetic and phonemic representations .......47
    2.4.2 Some inconsistencies in the orthography .................................................48

3. Morphology........................................................................................................51
  3.1 Introduction: Morphological units .................................................................51
    3.1.1 Roots and stems .......................................................................................52
    3.1.2 Affixes .....................................................................................................52
    3.1.3 Clitics ......................................................................................................53
  3.2 Morpho-phonological processes ...................................................................54
    3.2.1 Assimilation and gemination .................................................................54
      3.2.1.1 Assimilation as a result of prefixation .............................................54
      3.2.1.2 Assimilation as a consequence of liaison .......................................55
        3.2.1.2.1 Regressive assimilation ..........................................................55
        3.2.1.2.2 Progressive assimilation .........................................................56
      3.2.1.3 Gemination ......................................................................................57
        3.2.1.3.1 Final consonant gemination ....................................................57
        3.2.1.3.2 Enclitic-initial-consonant gemination ...................................59
    3.2.2 Final consonant deletion ..........................................................................60
    3.2.3 Epenthesis ...............................................................................................60
      3.2.3.1 Consonant epenthesis ....................................................................60
      3.2.3.1.1 Glottal stop ...............................................................................61
      3.2.3.1.2 /i/ glide ......................................................................................63
      3.2.3.1.3 /w/ glide ....................................................................................63
    3.2.3.2 Vowel epenthesis ................................................................................64
    3.2.4 Nasal substitution ......................................................................................65
    3.2.5 Aphaeresis ..............................................................................................67
    3.2.6 Stress change ..........................................................................................67
    3.2.7 Vowel changes .........................................................................................68
      3.2.7.1 Schwa syncope ...............................................................................68
      3.2.7.2 Vowel lengthening .........................................................................69
4. Basic clauses.................................................................................................................. 75
  4.1 Introduction.................................................................................................................. 75
  4.2 Types of Phrases........................................................................................................... 76
    4.2.1 Determiner Phrases (DPs)....................................................................................... 76
    4.2.2 Voice-marked Phrases (VPs).................................................................................. 80
    4.2.3 Unmarked Phrases (UPs)....................................................................................... 80
    4.2.4 Adverbial Phrases (AdvPs)..................................................................................... 83
    4.2.5 Demonstratives and Demonstrative Phrases (DemPs)............................................. 84
    4.2.6 Pronouns and Pronoun Phrases (PrPs)..................................................................... 86
    4.2.7 Prepositional Phrases (PPs).................................................................................... 87
    4.2.8 Ay Phrases (AyPs).................................................................................................. 88
    4.2.9 Linker Phrases (LPs)............................................................................................... 90
  4.3 Types of clauses............................................................................................................ 92
    4.3.1 Clauses with voice-marked predicates..................................................................... 93
      4.3.1.1 Actor voice clauses............................................................................................ 93
      4.3.1.1.1 Clauses with men- predicates......................................................................... 94
      4.3.1.1.2 Clauses with meng- predicates....................................................................... 94
      4.3.1.1.3 Clauses with <um> predicates.......................................................................... 95
      4.3.1.2 Undergoer voice clauses.................................................................................... 95
      4.3.1.2.1 Patient voice clauses...................................................................................... 96
      4.3.1.2.2 Locative voice clauses.................................................................................... 96
      4.3.1.2.3 Conveyance voice clauses.............................................................................. 97
    4.3.2 Clauses with voice-unmarked predicates................................................................. 97
      4.3.2.1 Clauses with an Unmarked Phrase as predicate................................................. 98
      4.3.2.2 Clauses with a Determiner Phrase as predicate............................................... 99
      4.3.2.3 Clauses with a Prepositional Phrase as predicate............................................. 100
      4.3.2.4 Clauses with an Adverbial Phrase as predicate.............................................. 100
      4.3.2.5 Clauses with a Personal Pronoun as predicate............................................... 100
      4.3.2.6 Clauses with a Demonstrative as predicate..................................................... 101
    4.3.3 Clauses with an Existential-headed predicate......................................................... 101
      4.3.3.1 Clauses with meiwadda as predicate.................................................................. 102
      4.3.3.2 Clauses with may as predicate.......................................................................... 102
      4.3.3.3 Clauses with awon as predicate....................................................................... 103
      4.3.3.4 Clauses with isay as predicate......................................................................... 104
  5. Word classes .................................................................................................................. 107
    5.1 Introduction.................................................................................................................. 107
    5.2 Proforms...................................................................................................................... 108
      5.2.1 Personal Pronouns............................................................................................... 108
          5.2.1.1 Unmarked Personal Pronouns....................................................................... 109
          5.2.1.2 Absolutive Personal Pronouns...................................................................... 110
          5.2.1.3 Genitive Personal Pronouns......................................................................... 112
          5.2.1.4 Locative Personal Pronouns.......................................................................... 113
          5.2.1.5 Fused Pronouns............................................................................................ 115
      5.2.2 Demonstratives...................................................................................................... 116
          5.2.2.1 Unmarked Demonstratives............................................................................ 118
            5.2.2.1.1 Singular Unmarked Demonstratives....................................................... 118
            5.2.2.1.2 Plural Unmarked Demonstratives......................................................... 119
5.2.2.2 Absolutive Demonstratives ................................................................. 120
5.2.2.3 Genitive Demonstratives ................................................................. 121
5.2.2.3.1 Singular Genitive Demonstratives .............................................. 121
5.2.2.3.2 Plural Genitive Demonstratives ................................................. 122
5.2.2.4 Locative Demonstratives ................................................................. 123
5.2.2.4.1 Free Locative Demonstratives ................................................. 123
5.2.2.4.2 Enclitic Locative Demonstratives ........................................... 124
5.2.2.5 Similitive Demonstratives ............................................................... 125
5.2.2.6 Tad- Demonstratives ................................................................. 126
5.2.3 Interrogative Pronouns .......................................................................... 128
5.3 Function words .......................................................................................... 130
5.3.1 Articles .................................................................................................. 130
5.3.1.1 Person word Articles ....................................................................... 130
5.3.1.1.1 Singular ....................................................................................... 130
5.3.1.1.2 Plural ......................................................................................... 131
5.3.1.2 Common word Articles .................................................................... 131
5.3.1.2.1 Singular ....................................................................................... 131
5.3.1.2.2 Plural ......................................................................................... 132
5.3.1.3 The Articles nen and ten .................................................................. 133
5.3.1.3.1 The Article nen ........................................................................... 133
5.3.1.3.2 The Article ten ............................................................................. 133
5.3.1.4 The non-specific Article te ............................................................... 134
5.3.2 Plural Marker =sid .............................................................................. 135
5.3.3 Specificity Marker =l .......................................................................... 136
5.3.4 Predicate Marker ay ........................................................................... 137
5.3.5 The a Linker ......................................................................................... 138
5.3.6 The Negator bisa .................................................................................. 138
5.3.7 Prepositions ......................................................................................... 140
5.3.8 Coordinate Conjunctions ..................................................................... 141
5.3.9 Subordinate Conjunctions ................................................................... 145
5.4 Content words .......................................................................................... 149
5.4.1 Introduction: syntactic distribution of content words ......................... 149
5.4.1.1 V-words and Existentials as lexical heads of Determiner Phrases ..... 152
5.4.2 Lexical classification of content words ................................................. 154
5.4.2.1 Co-occurrence with Genitive Personal Pronouns ......................... 154
5.4.2.2 Co-occurrence with the Pronoun =sid and the Plural Marker =sid ... 155
5.4.3 V-words ............................................................................................... 155
5.4.4 U-words ............................................................................................... 156
5.4.5 Adverbs ................................................................................................ 157
5.4.5.1 Temporal Adverbs .......................................................................... 157
5.4.5.2 Modal Adverbs ................................................................................ 159
5.4.5.3 Enclitic Adverbs .............................................................................. 160
5.4.5.3.1 The Enclitic Adverb =d ................................................................ 165
5.4.6 Existentials ............................................................................................ 166
5.4.6.1 The Existential awon ..................................................................... 166
5.4.7 Content words derived by affixes .......................................................... 168
5.4.7.1 The affixes a- -an and a- ................................................................. 170
5.4.7.2 The suffix -an .................................................................................. 171
5.4.7.3 Gerundive prefix pen- ...................................................................... 171
5.4.7.4 The circumflex pen- -an ................................................................. 173
5.4.7.5 The prefix peng- ............................................................................... 174
5.4.7.6 The circumflex peng- -an ................................................................. 175
5.4.7.7 The affixes pengi- and pengi- -an .................................................... 176
7. Voice-marked words ........................................... 219
   7.1 Introduction .................................................. 219
   7.2 Non-derived V-words ....................................... 220
      7.2.1 Actor voice <um> words ............................... 221
      7.2.2 Actor voice men- words ......................... 224
      7.2.3 Actor voice meng- words ......................... 225
      7.2.4 Patient voice -en words ............................ 227
      7.2.5 Locative voice -an words .......................... 228
      7.2.6 Conveyance voice i- words ....................... 229
      7.2.7 Aspect inflection of non-derived V-words ....... 231
         7.2.7.1 Basic forms ................................... 232
         7.2.7.2 Perfective aspect .............................. 232
         7.2.7.3 Progressive aspect ............................ 234
   7.3 Potentive V-words ........................................ 235
      7.3.1 Potentive Actor voice me’e- words ................ 236
      7.3.2 Potentive Patient voice me- words ............... 237
      7.3.3 Potentive Locative voice me- -an words ........ 237
      7.3.4 Potentive Conveyance voice me’i- words ....... 238
      7.3.5 Perfective aspect of Potentive words .......... 238
   7.4 Stative V-words ........................................... 239
      7.4.1 Stative me- words .................................. 240
      7.4.2 Stative Actor voice me’e- words ................ 241
      7.4.3 Stative Locative voice a- -an words .......... 242
      7.4.4 Stative Conveyance voice l’a- words .......... 243
   7.5 Causative V-words ........................................ 245
      7.5.1 Perfective aspect of Causative words .......... 247
   7.6 Other derived V-words .................................... 248
      7.6.1 Words carrying the prefix meng- ................. 248


9. Glossary .......................................................... 347
   9.1 Introduction .................................................. 347
      9.1.1 Sources of the words in this glossary .......... 347
      9.1.2 Structure of the glossary ......................... 348
      9.1.3 Content of an entry ................................. 348
      9.1.4 The FLEX lexical database and the printed glossary ... 350
      9.1.5 Problems and limitations of this glossary .... 351
9.1.5.1 The glosses in the lexicon and in the grammar ........................................ 351
9.1.5.2 Orthography .................................................................................................... 351
9.1.6 Future plans for the glossary and lexical database ........................................ 351
9.1.7 List of Abbreviations in the glossary ............................................................... 352
9.2 Northern Alta Glossary ...................................................................................... 354
9.2.1 Northern Alta – English Glossary ................................................................. 354
9.2.2 English – Northern Alta Reversal Index ......................................................... 397

10. Conclusions ........................................................................................................... 419
  10.1 Summary ............................................................................................................ 419
  10.2 Future research .................................................................................................. 420

11. References ............................................................................................................ 423

Appendix A: list of all abbreviations in this dissertation ........................................ 429

Appendix B: glossing of word classes ................................................................. 433
  Personal Pronouns .................................................................................................... 433
  Demonstratives ........................................................................................................ 433
  Articles ..................................................................................................................... 434
  V-words ................................................................................................................. 435
  Affixed content words ............................................................................................ 435
  Glossing of other word classes ............................................................................. 436

Appendix C: list of recordings of the language ..................................................... 437
List of Tables

Table 1.1 UNESCO Linguistic Vitality Survey for Northern Alta ............................................. 6
Table 1.2 Number of Alta children per school (January 2014) .................................................. 7
Table 1.3 Summary of fieldtrips with main activities and related outputs ............................... 10
Table 1.4 Native Alta speakers recorded during the current documentation project ................ 14
Table 1.5 Basic list of recording material .................................................................................... 16
Table 1.6 Elements of a session bundle in the Northern Alta corpus ....................................... 20
Table 1.7 Summary of documentary outputs ............................................................................. 21
Table 1.8 Parts of a glossed example in this dissertation .......................................................... 23
Table 2.1 Vowels ...................................................................................................................... 27
Table 2.2 Stress positions in Northern Alta .............................................................................. 32
Table 2.3 Consonants ................................................................................................................ 34
Table 2.4 Phonotactics .............................................................................................................. 41
Table 2.5 Practical orthography ................................................................................................. 45
Table 3.1 Types of affixes ......................................................................................................... 52
Table 3.2 Northern Alta clitics ................................................................................................. 53
Table 3.3 Examples showing no gemination after affixation .................................................... 58
Table 3.4 Types of epenthesis by morpheme boundary ............................................................ 61
Table 3.5 Examples of an epenthetic glottal stop as a result of derivation ............................... 61
Table 3.6 Examples of an epenthetic glottal stop at boundaries between /a/ and /=i/ ............. 62
Table 3.7 Examples of an epenthetic glottal stop at boundaries between /i/ and /=i/ ............. 62
Table 3.8 Examples of an epenthetic glottal stop at boundaries between /uh/ and /=i/ .......... 62
Table 3.9 Examples of an epenthetic /j/ glide at boundaries between /i/ and /=an/ ............... 63
Table 3.10 Examples of an epenthetic /j/ glide at boundaries between /i/ and /=i/ ............... 63
Table 3.11 Examples of an epenthetic /w/ glide at boundaries between /u/ and /a/ or /ә/ ..... 63
Table 3.12 Examples of an epenthetic /w/ glide at boundaries between /u/ and /i/ .............. 64
Table 3.13 Examples of an epenthetic /w/ glide at boundaries between /u/ and /a/ ............. 64
Table 3.14 Examples of affixes and clitics than can trigger stress shift ................................. 68
Table 3.15 Examples of syncope .............................................................................................. 68
Table 3.16 Examples of vowel lengthening .............................................................................. 70
Table 3.17 Lexicalized reduplication ......................................................................................... 72
Table 3.18 Reduplication patterns ............................................................................................ 73
Table 4.1 Phrase types ............................................................................................................. 76
Table 4.2 Determiner Phrases ................................................................................................. 77
Table 4.3 Functions of Determiner Phrases ................................................................. 79
Table 4.4 Voice-marked Phrases .................................................................................... 80
Table 4.5 Unmarked Phrases ......................................................................................... 81
Table 4.6 Functions of Unmarked Phrases .................................................................... 81
Table 4.7 Adverbial Phrases .......................................................................................... 83
Table 4.8 Demonstratives and Demonstrative Phrases .................................................. 84
Table 4.9 Pronouns and Pronoun Phrases ..................................................................... 86
Table 4.10 Functions of Prepositional Phrases .............................................................. 87
Table 4.11 Ay Phrases .................................................................................................... 89
Table 4.12 Linker Phrases .............................................................................................. 90
Table 4.13 Basic clause types ....................................................................................... 92
Table 4.14 Voice-marked clauses .................................................................................. 93
Table 4.15 Voice-unmarked clauses in Northern Alta .................................................... 97
Table 4.16 Existential clauses ....................................................................................... 102
Table 5.1 Northern Alta word classes ............................................................................ 107
Table 5.2 Syntactic functions of Personal Pronouns and related phrase-types ............ 108
Table 5.3 Personal Pronouns ....................................................................................... 109
Table 5.4 Composite Pronouns .................................................................................... 115
Table 5.5 Demonstratives ............................................................................................. 116
Table 5.6 Syntactic functions of Demonstratives and related phrase types ............... 117
Table 5.7 Tad- Demonstratives .................................................................................... 127
Table 5.8 Interrogative Pronouns .................................................................................. 128
Table 5.9 Articles .......................................................................................................... 130
Table 5.10 Prepositions ................................................................................................. 140
Table 5.11 Coordinate Conjunctions ............................................................................. 142
Table 5.12 Subordinate Conjunctions .......................................................................... 145
Table 5.13 Properties of lexical classes V and U .......................................................... 154
Table 5.14 Subclasses of V-words ................................................................................ 156
Table 5.15 Subclasses of U-words ................................................................................ 156
Table 5.16 Temporal Adverbs ...................................................................................... 157
Table 5.17 Predicate Adverbs ...................................................................................... 159
Table 5.18 Enclitic Adverbs ......................................................................................... 160
Table 5.19 Possible positions of the Enclitic Adverb =d................................................. 165
Table 5.20 Existentials ................................................................................................. 166
Table 5.21 Content word affixes .................................................................................. 169
Table A.1 Full list of abbreviations in this dissertation.......................................................... 429
Table B.1 Abbreviations in Glosses of Personal Pronouns .................................................... 433
Table B.2 Abbreviations in glosses of Demonstratives ......................................................... 434
Table B.3 Abbreviations in the glosses of Articles ................................................................. 434
Table B.4 Abbreviations in the glosses of V-words ............................................................... 435
Table B.5 Abbreviations in glosses of affixed content words .............................................. 435
Table B.6 Glosses of other word classes............................................................................... 436
Table C.1 Table of recordings of the language..................................................................... 437

List of figures

Figure 1.1 Map of Aurora Municipalities .............................................................................. 2
Figure 1.2 Alta languages and subgrouping of Northern Luzon languages (Reid, 2006)....... 4
Figure 1.3 Map of past locations of the Alta....................................................................... 6
Figure 1.4 Example of a text message in Northern Alta...................................................... 8
Figure 1.5 Map of the Northern Alta communities.............................................................. 15
Figure 1.6 Screenshot of session 103 in the ELAR Northern Alta collection ...................... 21
Figure 2.1 Example of a hand-written transcription of Northern Alta (June 2014) ............. 44
Figure 2.2 Example of an ELAN transcription of Northern Alta (February 2015) .......... 45
1. Introduction

1.1 Aims of this study

The archipelago of the Philippines is home to over a hundred and sixty languages, thirty of which are spoken by Negritos. Yet, relatively few documentation projects have been conducted on the Negrito languages of the Philippines. Liao (2009) records four dictionaries of Negrito languages out of a total of ninety two dictionaries of local languages. She also identifies ninety grammars, among which eight describe languages spoken by Negrito groups. Finally, she reports the existence of two out of twenty four collected of texts dedicated to Negrito languages.

The present study addresses this issue of lack of documentation by documenting and describing one of the thirty Negrito languages of the Philippines, the Northern Alta language. Two reasons motivated this choice. First, the current generation of adult speakers of Northern Alta does not generally transmit the language to their children. Furthermore, prior to this project, only a limited number of wordlists and elicited sentences of the language had been produced (see §1.3), putting the language at risk of disappearing. This dissertation has the following two main goals: document the language and produce a description of it.

- The documentation goal consists in the video and audio recording of speakers of Northern Alta, with translation into Tagalog and English, in order to compile a documentary collection.

- The description goal consists in making a corpus-based grammatical analysis of the language, and writing a description of its grammar and lexicon.

The following chapters contain the results of the analysis, based on the data collected in the field during several field trips to the Northern Alta communities in the last five years.

1.2 Background of the Alta language

Northern Alta (aqn) is an Austronesian language spoken by several communities of Negrito people in the eastern part of Luzon, in the northern Philippines. The language is estimated to have 200 speakers, out of an ethnic population of 400 (Wurm, 2002). Other sources, such as
the National Commission of Indigenous Peoples (NCIP) stated (personal communication, January 2014) that the number of speakers is actually 106 out of an ethnic population of 1,038. Alternative names for the language are Edimala, Baler Negrito, Ditaylin Alta, Ditaylin Dumagat and Baler.

Most of the Northern Alta communities are located in the municipalities of Aurora Province. These include Diteki and Ditaylin (Municipality of San Luis), Decoliat, Dianawan and Villa Aurora (Municipality of Maria Aurora) and Dianed (Municipality of Dipaculao). Figure 1.1 is a map of Aurora municipalities.

Northern Alta is spoken in an area where Tagalog is the dominant language. Neighboring linguistic communities include Umiray Dumaget, spoken in the south of Baler (Dibut and southwards), Casiguran Dumagat (Casiguran area), and Ilongot (Maria Aurora, Barangay Bayanihan). Another Alta language, Southern Alta, is spoken in the adjacent provinces of Quezon and Nueva Ecija.

1.3 Previous research on Northern Alta

Early references to the language include Blumentritt (1884) and Worcester (1906). The first data about the language is Vanoverbergh’s Some Undescribed Languages of Luzon (1937) which includes a 313-item word list collected from two men in Ditailin. A reference to a 206-item wordlist collected by Robert B. Fox (1956) appears in Reid (1991), which is the first article providing data for both Alta languages: Southern and Northern Alta. This article
establishes the degree of lexical relationship of these two languages, as well as genetic relationships with other languages of Luzon.

Reid (1987a) includes about 539 lexical elements using the (Mc Farland) wordlist, and about 400 sentences (elicited on the basis of the structures provided in Yamada and Tsuchida, 1983). The data was also used in research related to the “Language Switch Hypotheses” (Reid 1987b, 2007), where different scenarios of when Negrito people learned Austronesian languages in relation to other events in the language family are explored. Certain patterns observed in the Alta languages point to a scenario whereby the Altas learned their first Austronesian language at some remote date, and then lost contact with their neighbors and finally re-established contact with another group (a hypothesis that was coined “the relatively-remote-with-cyclic-contact-with-a-different-language hypothesis”).

Reid (1994) also includes some of the data in a presentation of a body of unique terms that constitutes possible evidence of a non-Austronesian substratum. For instance, of the 539 lexical elements, 17% appear to be unique (forms for which no cognate has been found in any other language) and some of them could be pre-Austronesian, constituting a Negrito language substratum.

Liao (2004, p.119) also quotes the data collected by Reid (1987a), and provides a couple of sentences in the section dedicated to the reflexes of PMP *maR- in Philippine languages.

Finally, Laura Robinson and Jason Lobel have also done fieldwork on Northern Alta (Robinson, Lobel, Bembelida, Lasan, 2006), and have referred to the language in some of their work. In addition, Robinson (2008, p.57) provides three lexical items that are exclusively shared by Northern Alta and the languages belonging to the Northern Luzon Group. Lobel (2013) also refers to the language on several occasions.

At an early stage of the current documentation project, I introduced the lexical data provided in Vanoverbergh (1937) and Reid (1987a) in the Flex lexical database, which is one of the documentary outputs of the project (§1.7.4.6). Each of these entries received the tags v (Vanoverbergh) or lar (Lawrence Reid) in order to easily locate them in the future. The adequacy and quality of the data has not been checked systematically. However, whenever we introduced a lexical item that had already been provided by one of the two authors, we removed the tag, because we had confirmation that the data was correct. The entries that
still have the tag need further verification. As for the data collected by other authors such as Fox (1956) and Robinson et al. (2006), I have not yet checked their adequacy or quality.

1.4 Genetic classification

On the basis of an /l/ reflex of *R, both Alta languages are currently subgrouped with South-Central Cordilleran languages (Reid, 1991), which alone among languages in Luzon also have the same reflex of *R. South Cordilleran languages include Kallahan, Inibaloy, Pangasinan and Ilongot, while Central Cordilleran languages include Isinay, Kalinga, Bontok, Kankanay, Balangao and Ifugao. The two Alta languages and the South-Central Cordilleran group also share an innovation in the voice system, their irregular *man- reflex of the Proto-Austronesian prefix *maR-. Alta, however, does not reflect a set of innovations in the Personal Pronouns and in the voice morphology that have occurred in Southern or Central Cordilleran languages. These innovations are considered evidence that the Alta languages are coordinate with the South-Central Cordilleran subgroup, as reflected in the classification of Northern Luzon languages (Reid, 2006, p.4) in Figure 1.2 below.

![Figure 1.2 Alta languages and subgrouping of Northern Luzon languages (Reid, 2006)](image-url)
1.4.1 Relationship with Southern Alta

Northern Alta and Southern Alta live in geographically proximate areas. On the basis of their reflexes and a set of 10 uniquely shared innovations, the two languages are grouped together. However, Reid (1991, p.4) explains that the two languages only share 34% of a 530-item word list, which suggests that the languages are only distantly related.

1.5 History of the Alta tribe

Very little is known about the history of the Alta. Linguistic data shows that Southern and Northern Alta have not always lived in nearby areas. Reid (1991) includes lexical evidence suggesting that both languages must have had little contact with each other for extended periods of time.

Reid (1991, p.16) refers to Blumentritt, “Perhaps Blumentritt was right after all and that northwestern Nueva Vizcaya, along the Agno River valley and close to what today is the homeland of the Isinay and the Ifugao, was really where the Northern Alta used to live”.

A footnote in the same article includes a reference to the Alta in an Amganad Ifugao narrative text (Madrid 1980, p.117): “there was a person whose name was Puddunan (...) the person went, it is said, walking to find something in the forest (...) later he was going there to the Village of the Negritos. Those nigrito lived there on the mountain top, between Hingyon and Ubwag. There is where they lived, which was stone caves”.

In one of the recordings I made in Diteki, Elena Maximino (the oldest speaker of Alta to my knowledge, who is 96 years old) and Violeta Fernandez claim that their relatives originally lived in Palanan (Isabela province). Violeta mentions the story of a conflict between the Ilongot and Alta tribes, a conflict that was resolved thanks to the fact that their ancestor, Ma’eg’eg, married an Ilongot woman. Later, the recording says that Ma’eg’eg took his siblings with him and left the area. Violeta adds “that’s why we have a relative in Casiguran, the engineer Mark (...) and Ric and your father (...) they are from Maddela”. Violeta also explains how her mother was “left at Ditailin with the Ilocanos at the age of seven”. See Figure 1.3 for a map of past locations of the Alta.
1.6 Vitality of the language

The data provided in this section was collected in January 2013, using the UNESCO Linguistic Vitality and Diversity Survey, see Table 1.1. The survey was undertaken in the following barangays¹: Diteki, Dianed and Decoliat. The data will be presented following the Major Evaluative Factors of Language Vitality (UNESCO, 2003). Each factor is assessed using a scale from 1 to 5, where 5 is the most positive state in relation to language vitality and 0 the most endangered:

Table 1.1 UNESCO Linguistic Vitality Survey for Northern Alta

<table>
<thead>
<tr>
<th>Factor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intergenerational language transmission</td>
<td>3 (definitely endangered)</td>
</tr>
<tr>
<td>2. Absolute numbers of speakers</td>
<td>(100-200)</td>
</tr>
<tr>
<td>3. Proportion of speakers within the total population</td>
<td>2 (severely endangered)</td>
</tr>
<tr>
<td>4. Domains of language use</td>
<td>3 (dwindling domains)</td>
</tr>
<tr>
<td>5. Response to new domains and media</td>
<td>1 (minimal)</td>
</tr>
<tr>
<td>6. Availability of materials for language education and literacy</td>
<td>2</td>
</tr>
<tr>
<td>7. Governmental and institutional language attitudes and policies</td>
<td>3 (passive assimilation)</td>
</tr>
</tbody>
</table>

¹ The Tagalog term barangay is used for the smallest administrative division in the Philippines
1.6.1 Intergenerational language transmission

The youngest speakers of Northern Alta are typically over 40 years old. Thus, the language is no longer being learned as the mother tongue by children at home. When we visited three of the schools attended by Alta children, we collected figures on the number of Alta children in relation to the total number students, see Table 1.2. None of these children were able to speak the language, although some of them could understand it. For instance, the data collected at Dianed barangay revealed that some parents speak to their children in Alta while the children respond in Tagalog. These features correspond to grade 3 in the scale of endangerment.

<table>
<thead>
<tr>
<th>Location of the school</th>
<th>Number of Alta children (total children)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diteki</td>
<td>25 (311)</td>
</tr>
<tr>
<td>Dianed</td>
<td>42 (136)</td>
</tr>
<tr>
<td>Decoliat</td>
<td>12 (76)</td>
</tr>
</tbody>
</table>

1.6.2 Absolute number of speakers and proportion within the total population

The absolute number of speakers of the language was estimated at 106 by the National Commission on Indigenous Peoples (NCIP), out of an ethnic population of 1,038 members. This estimation represents a minority of the total population, which corresponds to grade 2 in the correspondent scale. We have not conducted a survey in order to determine the exact number of speakers.
1.6.3 Domains of language use

The main domain is home, however Tagalog (in this case, the dominant language) has already penetrated the home domain. In the communities we have visited, Alta is usually spoken at home if the father is a speaker of the language. In this case, the mother learns the language, and they both speak it to their children. However, the most frequent scenario is one where the Alta speaker is the mother, since most of the Alta male members move to other provinces in search of better job opportunities. In a case such as this, the language spoken at home tends to be the father’s (Tagalog, Ilocano or another local language) and the children only understand a few phrases of Alta.

I have only learned about one household where the parents are both speakers of Alta. The fact that the Alta consider themselves as all related has led the community to an obligatory intermarriage pattern for at least one generation. The cases where a speaker of the language is referred to as “pure” are rare. The obligatory nature of intermarriage has a direct impact on the domain of language use, since instances where the father is the speaker of the language are rare and those where both parents are Alta are almost nonexistent.

1.6.4 Response to new domains and media

The language is not used in any new domain with the exception of text messaging. Given that in the Philippines text messaging is often much cheaper than phone calls, texts are the most important means of communication in rural communities (as opposed to phone calls or emails), see Figure 1.4:

![Example of a text message in Northern Alta](image)
1.6.5 Availability of materials for language education and literacy

In the case of availability of materials, the language has been given grade 2. Written material exists, including the present dissertation and the ELAR Northern Alta collection, and a first printed version of the glossary, which was given to the community in July 2018. A practical orthography has been prepared and appears in this grammatical sketch although it is not yet known to the community. Literacy education in the language is not a part of the school curriculum.

1.6.6 Governmental and institutional language attitudes and policies

The Department of Education (DepED) has recently started implementing the framework of Mother Tongue-Based Multilingual Education (MTB-MLE) representing a timely opportunity for the project. The principles of the framework are reflected in the Republic Act 10533 (2012), which states: “for kindergarten and the first three (3) years of elementary education, instruction, teaching materials and assessment shall be in the regional or native language of the learner”. Gallego & Zubiri (2011) point out that MTB-MLE is at an initial stage in the Philippines, where Filipino and English are the main languages at school as a consequence of the former Bilingual Education Program. It is not sure yet whether literacy materials will be created for the Northern Alta language in the future, and whether or not an orthography would be developed in collaboration with the Alta community for this purpose.

1.6.7 Community members’ attitudes towards their own language

When conducting the questionnaires in a community, several speakers were unaware of the situation of the language, but admitted that there has been a significant decrease in the number of speakers. Since the beginning of the documentation project we have not encountered any speaker of the language who supports language loss.

1.6.8 Type and quality of documentation

At this point the documentation of the language corresponds to the value 2-3 on the scale. The value of this category is increasing now, as we are uploading a number of documentary materials in the ELAR archive.

Below is a summarized list of the language materials:
1.7 Research, field methods and outputs

1.7.1 Field trips to the Alta communities

Since our first contact with the Alta in September 2013, I have been 6 times in the field, with an approximate total of 6 months of fieldwork. Table 1.3 below summarizes each field trip, providing the dates, the main activities that were carried out and the documentation outcomes:

Table 1.3 Summary of fieldtrips with main activities and related outputs

<table>
<thead>
<tr>
<th>Date and duration</th>
<th>Main Activities</th>
<th>Fieldtrip outcomes</th>
</tr>
</thead>
</table>
| September 2013 (3 days) | **First contact with the Alta**  
First contact with the Alta communities at Diteki, Malabida and Diculiat | - Obtained informed consent from the community elders (Diteki, Malabida and Diculiat)  
- First word list and basic sentences |
| January 2014 (10 days) | **Collecting texts in the Alta language**  
- First contact with the Dianed community  
- First batch of language recordings in Diteki and Dianed  
- First transcription sessions  
- Unesco Vitality questionnaire (Diteki, Decoliat and Dianed)  
- Visit to the elementary schools of Diteki and Dianed | - Recorded sessions 14, 18, 19, 21, 38, 41, 42, 43, 45, 46, 47, 48, 52, 53, 54, 55, 56, 57, 58, 61, 63, 60  
- Written transcription of recorded session 14 |
| July 2014 (21 days) | **Expansion of grammatical data**  
- Monolingual elicitation sessions with Ate Reni  
- More transcription sessions  
- 120-item recorded wordlist with 4 different speakers  
- First decisions about transcription orthography | - Recorded Elicitation sessions 1-13  
- Recorded wordlists (sessions 26-37)  
- Written transcription of sessions (x)  
- 3 notebooks with field |
notes taken during elicitation

| February 2015 (10 days) | Annotation of recordings with ELAN  
- Development of annotation workflow (recorded transcription and translation sessions)  
- Development of transcription orthography | - Elan transcription of sessions 19, 20, 39, 44, 49, 50, 51, 52, 53, 55, 58, 60, 62 |
| April 2016-July 2016 (3 months) | Video recordings, annotation and training of young community members  
- Filmed and recorded monologues, interviews and dialogues at Diteki community  
- Collected speakers’ personal information (metadata)  
- Transcribed and translated 6 hours of recordings at Diteki Elementary School  
- Recorded all annotation sessions  
- First training period of young community member Maebell Fernandez | - New video recordings, sessions 70-110 (16 hours in total)  
- Photo collection  
- 6 hours of transcription, and translation to Tagalog (ELAN)  
- Collection and organization of metadata (Arbil) |
| May 2017-July 2017 (2 months) | First contact with Villa community, videos in Dianed and documentation training at Diteki  
- Made first contact with the Altas from Villa with the assistance of Tikkay, an Alta from Diteki  
- Made recordings with speakers from Villa  
- Made recordings with speakers from Dianed  
- Documented the marine fishing technique at Dianed  
- Trained two young community members: Maebell Fernandez and Jennifer Marques | - New video recordings, sessions 119-132 (3 hours)  
- Photo collection  
- 6 hours of transcription (ELAN)  
- 8 hours of translation  
- Trainees collection of recordings (documentation of Alta crops)  
- Creation of a language documentation manual for trainees |

### 1.7.2 Documentation team

#### 1.7.2.1 Collectors

##### 1.7.2.1.1 Alex García

I have participated in the documentation project as a linguist/researcher, collector (filming and audio-recording), annotator, photographer and depositor. I have created the ELAN corpus of annotations, the lexical database (with FLEX), the metadata structure (with Arbil), and the Northern Alta collection in the ELAR archive. I have trained two community members on language documentation, and have created a language documentation manual for them.
(see below). I am also the author of this dissertation, which includes a grammatical sketch of Northern Alta, a glossed text and a glossary.

1.7.2.1.2 Marilyn Gallego

Collector and annotator, translator and interviewer, Marilyn Gallego is a teacher of Tagalog in Manila who has provided invaluable help throughout the project, both from human and linguistic perspectives. She has participated in the setting of most of the recording sessions, and has achieved a number of transcriptions and translations in ELAN. Among many other things, Marilyn has helped a woman from Diteki to find a relative that she had not seen in 30 years.

1.7.2.2 Trainees

1.7.2.2.1 Maebell Fernandez

Maebell Fernandez is the young community member with the most extensive experience in language documentation. Maebell has completed more than 40 actor participations. Since her first collaboration in 2014, she has participated as a filmer, annotator, photographer, interviewer and trainee, and more recently as a collector. Her work documenting salago, the plant that provides material for the traditional Alta clothing or baal, is promising.

1.7.2.2.2 Jennifer Marques

Jennifer Marques is the daughter of Perlita Marques, the Diteki community chieftain. Jennifer was trained in May 2017, and has learned to segment and annotate (transcription, translation) recordings with ELAN. She was also trained in recording techniques, with a Zoom H4n microphone, and knows how to search and introduce words in the FLEX lexical database.

1.7.2.3 Language consultants

We consider as language consultants the participants who, in addition to speaking in recordings, have collaborated in tasks such as assistance in transcription or elicitation sessions. For reasons of space we cannot provide a description of all the informants, and hence we decide to present here some of the informants who have provided a significant number of contributions.
1.7.2.3.1 Violeta Fernandez

Violeta Fernandez is the first Alta person we met in the NCIP regional office in Baler and the person with whom we identified the language. She is the person who brought us to Diteki for our first contact with the community. Violeta also introduced us to the community chieftains of Dianed, Malabida and Decoliat, and to the school teachers of Diteki and Dianed. Violeta participated as speaker and interviewer in the first recording sessions of the language and also as an informant in transcription sessions. As an informant, Violeta pointed out many of the Tagalog words that are used currently in Alta and provided the Alta equivalent term whenever she could.

1.7.2.3.2 Renita Santos

We met Renita Santos during the third field trip (July 2015) and worked with her on a daily basis over two to three weeks, during which we carried out monolingual elicitation sessions, recorded basic wordlists and transcribed some previously recorded sessions. Renita Santos is the person to whom I uttered my first sentences in Alta.

1.7.2.3.3 Genalyn Garcia

Genalyn Garcia (not a relative of the author of this work) has participated as speaker in a number of recording sessions, and also as an informant in several transcription sessions. She is the person who collaborated as an informant during the language documentation training with Maebell and Jennifer. Genalyn Garcia is the speaker who appears in recording 103, which is presented as a glossed text below (§8), a 25-minute monologue describing the land where the Alta lived before settling in the lowlands.

1.7.2.3.4 Nelita Cristobal

Nelita Cristobal, also known as “Ate Tikkay”, has participated in a number of sessions as a speaker, interviewer and informant. She is the person who travelled with us to the remote community of Villa, and who introduced us to the Alta families that live there. During our stay in Barangay Villa, Ate Tikkay participated actively as an interviewer and speaker, and also agreed to build a replica of a traditional Alta house, in order to document this housing technique.
1.7.2.4 Recorded speakers

We have recorded a total of 43 speakers in 6 different villages. Table 1.4 below provides the names of the speakers and the villages or barangay where they currently live.

<table>
<thead>
<tr>
<th>Barangay Diteki</th>
<th>Barangay Dianed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violeta de Leon Fernandez</td>
<td>Mila Lasam</td>
</tr>
<tr>
<td>Renita Santos</td>
<td>Pelicito Marques Lazam</td>
</tr>
<tr>
<td>Nelita Cristobal</td>
<td>Juanito Villaflor</td>
</tr>
<tr>
<td>Coralyn Manzano</td>
<td>Carmelita Muhar</td>
</tr>
<tr>
<td>Genalyn Garcia</td>
<td>Diet Lasam</td>
</tr>
<tr>
<td>Elena Maximino Tolentino</td>
<td>Analita Caniesa</td>
</tr>
<tr>
<td>Alvin Mariano</td>
<td>Antonio Priginal Padua</td>
</tr>
<tr>
<td>Conchita Genes</td>
<td>Emily Villaflor Padua</td>
</tr>
<tr>
<td>Elisabeth Querjero</td>
<td>Concepcion Amarillo</td>
</tr>
<tr>
<td>Renato Genes</td>
<td>Rubena Villaflor Blasco</td>
</tr>
<tr>
<td>Inelda Andon</td>
<td></td>
</tr>
<tr>
<td>Antonio Andon</td>
<td></td>
</tr>
<tr>
<td>Arturo Priginal</td>
<td></td>
</tr>
<tr>
<td>Perlita Marques</td>
<td></td>
</tr>
<tr>
<td>Ate Ligaya</td>
<td></td>
</tr>
<tr>
<td>Regino Sindak</td>
<td></td>
</tr>
<tr>
<td>Carmelita Balansio</td>
<td></td>
</tr>
<tr>
<td>Anita Priginal</td>
<td></td>
</tr>
<tr>
<td>Belen Priginal</td>
<td></td>
</tr>
<tr>
<td>Rebeca Huego</td>
<td></td>
</tr>
<tr>
<td>Emelda Puheda</td>
<td></td>
</tr>
<tr>
<td>Grabiel Lasam</td>
<td></td>
</tr>
<tr>
<td>Pelicito Marques Lazam</td>
<td></td>
</tr>
<tr>
<td>Juanito Villaflor</td>
<td></td>
</tr>
<tr>
<td>Carmelita Muhar</td>
<td></td>
</tr>
<tr>
<td>Diet Lasam</td>
<td></td>
</tr>
<tr>
<td>Analita Caniesa</td>
<td></td>
</tr>
<tr>
<td>Antonio Priginal Padua</td>
<td></td>
</tr>
<tr>
<td>Emily Villaflor Padua</td>
<td></td>
</tr>
<tr>
<td>Concepcion Amarillo</td>
<td></td>
</tr>
<tr>
<td>Rubena Villaflor Blasco</td>
<td></td>
</tr>
<tr>
<td>Barangay Villa</td>
<td>Barangay Villa</td>
</tr>
<tr>
<td>Prodencio Galvan</td>
<td>Pepito Dandan Sarmiento</td>
</tr>
<tr>
<td>Erlinda Ganarial</td>
<td>Dominga Priginal Sarmiento</td>
</tr>
<tr>
<td>Emelita Wangid</td>
<td>Jovito Campos Puno</td>
</tr>
<tr>
<td>Rogelio Ganarial</td>
<td>Lusviminda Campos Sarmiento</td>
</tr>
<tr>
<td>Rose Domingo</td>
<td>Lorenzo Delacruz Sarmiento</td>
</tr>
<tr>
<td>Barangay Dicoliat</td>
<td>Barangay Malabida</td>
</tr>
<tr>
<td>Prodencio Galvan</td>
<td>Violeta Andon Mariano</td>
</tr>
</tbody>
</table>
1.7.3 Fieldwork locations

Most of the Alta communities we are aware of are located in Aurora province, at distances of 10 to 50 km from the capital of the province, Baler. Of the seven locations where Alta families are said to live, we have conducted fieldwork in five. It is possible that other Alta communities exist, for example, we were told that some Alta live in the mountains nearby Barangay Dicoliat, but they refused to come down to the barangay to meet with us.

Figure 1.5 Map of the Northern Alta communities

1.7.3.1 Barangay Diteki

Diteki is a village located 10 kilometers west of Baler, on the old Bongabon route to Cabanatuan. Since Diteki is the place with the highest number of Alta, we have conducted fieldwork there since our first field trip. We have recorded and filmed at the houses of the Alta in two different neighborhoods, as well as in the surrounding areas of the village, including the riversheds Diyabobo and Dimanangla, and also in Minero, which is considered to be the center of the Alta ancestral domain. We have also worked on annotation tasks at the Diteki Elementary School for two periods of fieldwork (2016 and 2017).
1.7.3.2 Barangay Dicoliat

Dicoliat is located at the boundary between Aurora and Nueva Vizcaya provinces, 50 km west of Baler, on the Pantabangan route that goes to Manila. We have visited the Alta from Dicoliat four times, and made a number of audio recordings and transcriptions there.

1.7.3.3 Barangay Dianed

Dianed is the only village where the Alta live next to the sea and use marine resources. It is located about 40 kilometers north of Baler, on the route that goes to the town of Casiguran. We visited Dianed three times and have made a number of video and audio recordings there, including the ones that attempt to document their marine spearfishing technique. The Alta from Villa have mentioned that they originate from Diateilen but had to leave their land after it was taken from them by non-Alta lowlanders.

1.7.3.4 Barangay Villa

Barangay Villa is a remote barangay located in the heart of the Aurora National Memorial Park, on the old Baler-Bongabon road. It is 50 kilometers from Baler and 40 from Diteki. We visited Villa one time in May 2018 and met a number of Alta families living here, some of which still live in the old single-pillar huts.

1.7.4 Fieldwork methods

1.7.4.1 Equipment

The recording equipment I have used to this point includes a video camera and two solid state recorders, which I use in combination with one of the microphones (shotgun or cardiod), a digital camera and two laptops, see Table 1.5.

<table>
<thead>
<tr>
<th>Device</th>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solid state recorder</td>
<td>Zoom H4n</td>
</tr>
<tr>
<td>Shotgun microphone</td>
<td>Rode NTG-2</td>
</tr>
<tr>
<td>Cardioid microphone</td>
<td>Rode NT4</td>
</tr>
</tbody>
</table>
1.7.4.2 Elicitation: starting to speak the language

At the initial stage of the project (field trips 1 to 3) I used Target Language Interrogation techniques to obtain lexical data by pointing at objects and asking questions. This gave me the opportunity to start interacting with Renita Santos in the Alta language, and to develop some basic communicative skills. As I became familiar with basic sentence structures, I started using Target Language Manipulation techniques in order to learn new phrase or sentence patterns and become more familiar with some of the grammatical systems (Pronouns, aspect inflection, Articles and Demonstratives).

Since Target Language techniques proved to be exhausting both for me and Renita, we combined them with other tasks such as wordlist collection, and transcriptions of some of the recordings I had made in an earlier field trip. These sessions helped me become more familiar with the sounds of the language and detect some of the recurrent morpho-phonological alternations occurring in Alta (§3.2). This process helped me with decisions on how to write the language in order to develop a practical orthography for transcription. All the elicitation and transcription sessions we conducted with Ate Reni have been recorded and archived, together with scans of my field notes (sessions 1-13 and 26-37) respectively.

During these sessions a number of local Alta (both adults and children) visited the house we were working at, and became interested in our work. Consequently, the Alta started to see me as an outsider who could communicate in their language, and would come and talk to me in the house or wave at me wherever we met in the village. After these elicitation sessions I had developed sufficient command of Alta language to agree on a time or topic for a recording, and to give some simple instructions or ask basic questions during a recording session.
1.7.4.3 Recording sessions

When planning a recording session, we first talked to a speaker and proposed that they participate in an audio or video recording. If the person accepted, we then scheduled the session and tried to agree on the optimal location of the recording.

Once we had scheduled an appointment, we discussed possible topics for the recording, considering the expertise or interest of the native speaker to talk about a particular subject. For example, some speakers felt comfortable describing the plants in their garden and nearby areas and had a wide knowledge of their possible uses, while other speakers would prefer topics related to hunting, fishing, crafts or past stories.

On certain occasions, we only worked with one speaker, while on others there were two speakers. Some speakers were very talkative and enjoyed telling a story or speaking freely about a particular topic in front of the camera. These kinds of situations resulted in the recordings of monologues such as the one presented in §8, where Genalyn Garcia speaks for over 25 minutes with only one interruption. Other speakers are more at ease when talking to another Alta person. In cases such as these, we asked another person to participate in the recording. In these types of recordings, one speaker acts as the interviewer and the other one as the interviewee (sessions 76, 86, 87 or 97 are examples of interviews). Alternatively, both speakers interacted freely while discussing one or more topics (sessions 88, 91, 92, 99,100). Recordings with two speakers resulted in either interviews or dialogues.

When recording with one person we have used the Stimulus-driven elicitation technique as a reference, providing the speaker with a particular stimulus to perform the recording. The stimuli consisted of instructions on what to talk about, for example when describing plants the speaker was asked to provide the name, planting techniques and possible uses of each plant, as in sessions 93, 94 and 95. Other stimulus elicitation techniques included providing photographs. For example, cooking recipes where first photographed, then a selection of photos was shown to a native speaker who was asked to describe each of the photos, as in sessions 106, 107 and 108. On other occasions, a speaker would show us a particular device or object, such as a fishing rod, fishing spear, rattan strands or broom, and describe how to build or use them, as in sessions 104, 110, 119, 120, 124 and 128. Finally, sometimes a speaker was asked to imagine a situation and to perform a role play. This method made some speakers feel comfortable and also provided positive results, as in sessions 21, 38 and 96.
The topics we have documented so far include plants, planting techniques, fishing and hunting tools and techniques, lifestyle in the past, food and cooking, working with rattan, charcoal production, songs, religious beliefs, personal stories, love stories and some role plays. A more extensive list of topics can be browsed in the ELAR page of the Northern Alta collection.

Given that video recordings provide much more information than audio, I tried to record videos whenever possible. The Canon Legria has two SD card slots and allows one to record simultaneously on both cards. I used this feature to assign one of the cards as a backup. At the end of a recording day, I extracted one of the SD cards, stored the recorded files in my laptop and renamed them with the corresponding session number. Once this was done, I created a backup of the renamed file and stored it on my external hard drive. After cropping the new file, converting it to mp4 and extracting the audio from it, we were ready to open the recording with ELAN and begin with the annotation workflow.

1.7.4.4 Annotation: transcribing and translating with ELAN

Prior to scheduling an annotation session we chose which files we wanted to work on and segmented them with ELAN. The segmentation process allows one to divide a recording in segments of a few seconds of duration, and to label them with a reference number. For example the reference number 103.76 means that the example is located in recording 103, line 76. Each of the examples provided in this dissertation carries a reference number and can be located and listened to. The reader can also open the transcription file and listen to the native speaker’s repetition of the segment, as will be explained below. Once all segments of a recording have been created and labelled, additional transcription tiers can be added and divided following the original segmentation. This allows one to add transcriptions and annotations that are time-aligned with the recording. At this point, we were ready to start with the annotation session.

Most of the annotation sessions were carried out at Diteki Elementary school. The school provides a quiet environment with electricity and water supply. This was done in the company with one or more native speakers. For this task, we used a laptop (or two if one of the trainees was present), a loudspeaker or headphones and one of the recording devices.

During a session, we played all the segments of a recording twice in front of a native speaker. In the course of the first round, the native speaker repeated slowly each segment while I transcribed his repetition into the ELAN tier. During the second round, the native speaker
translated each Alta segment to Tagalog. I always tried to record the speaker’s repetitions and translations, so that at the end of a session we had produced two new .wav files – the transcription and the translation file – which we included in the corresponding session folder. In this way, the data obtained in an annotation session can be retrieved if necessary.

1.7.4.5 Metadata with Arbil and ELAR Archive collection

All new files produced during a recording or an annotation session are attached to the folder that carries the corresponding session number and are subsequently linked to their corresponding bundle in the metadata database.

I used Arbil software to store the project’s metadata and organize the recording sessions and related files into bundles (sessions 1, 2, 3, etc). Each session bundle includes information about the date and location of the recording, the topic (with a basic description of the content), the actors involved (roles, basic personal information, language skills), the content (genre, degree of interactivity, degree of planning, event structure), and also the recording video and sound files, and all the annotation audio and written files. Table 1.6 summarizes the data per bundle and shows an example of a bundle in the Northern Alta collection:

Table 1.6 Elements of a session bundle in the Northern Alta corpus

<table>
<thead>
<tr>
<th>Elements of a session bundle in the Northern Alta corpus</th>
<th>Screenshot of session bundle 103 (The history of Minero) in the Arbil metadata structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>actor information</strong>: names of the collector, speaker/s recorder, transcriber, language consultant, translator (Tagalog and English) and basic information for each participant</td>
<td><img src="image" alt="Screenshot of session bundle 103" /></td>
</tr>
<tr>
<td>- <strong>content</strong>: genre, subject, interactivity, degree of planning, event structure, channel, topic, keywords</td>
<td></td>
</tr>
<tr>
<td>- <strong>media files</strong>: video files, audio files, wav files of the recorded transcription, wav files of the recorded translation, photos</td>
<td></td>
</tr>
<tr>
<td>- <strong>project basic information</strong>: project ID, contact name, organization</td>
<td></td>
</tr>
</tbody>
</table>
- **written resources**: ELAN annotated files, .pdf or .doc files

Once the bundles had been created and filed with the metadata and related files, we uploaded them to the ELAR archive through the Lamus system (Language Archive Management and Upload System). ELAR will display part of the metadata in the session page, in which all files that have been set with U access are available upon registration, https://elar.soas.ac.uk/Record/MPI1056850. See figure 1.6 for a screenshot of one of the sessions in the ELAR collection:

![Figure 1.6 Screenshot of session 103 in the ELAR Northern Alta collection](image)

### 1.7.4.6 Language documentation outputs

The documentation of Northern Alta contains a number of outputs that are presented and summarized in the table below:

<table>
<thead>
<tr>
<th>Documentary Output</th>
<th>Short description</th>
</tr>
</thead>
</table>

21
| **Multimedia collection of Northern Alta** | Collection of 19 hours of video, 2 hours of audio, and 1,900 photographs and scans of fieldnotes. The collection is located in the ELAR archive: [https://elar.soas.ac.uk/Collection/MPI1032028](https://elar.soas.ac.uk/Collection/MPI1032028). A complete list of recorded sessions is provided in Appendix 1 of this dissertation. |
| **Corpus of ELAN annotations** | Corpus of ELAN transcribed and translated video and audio files. The corpus allows for searches using regular expressions. The transcribed .eaf files are located in the ELAR archive and include:  
- 13h 45min of transcription  
- 12h 40min of translation to Tagalog  
- 9h 5min of translation to English  
Except for the trainees' transcription sessions, most ELAN annotated sessions include, in addition to the written annotation, a recorded sound file of the annotated session (see transcription and translation files in Table 1.6 above). |
| **Metadata database** | All of the project's data, including the multimedia collection and the corpus of annotations are linked together with Arbil software, forming a flat structure of bundles. The metadata structure is located in the ELAR archive. |
| **Grammatical Sketch** | Description of grammatical patterns, with labelled examples extracted from the ELAN corpus of annotations. The grammatical sketch constitutes a part of this dissertation (see Chapters 2 to 7). |
| **Lexical Database** | A lexical database with 2,500 lexical items, created with FLEx software, which allows for the extraction of the data in the form of a printed glossary provided in §9 below. |
| **Collection of glossed Texts** | A total of 90 minutes of annotated recordings (transcription, translation) are enriched with annotation at a deeper level (interlinear morpheme glossing) with FLEx, which allows for the exportation of the glossing to a printed glossed text. The glossing for recording 103 is provided in §8 below. |
| **Language documentation manual** | A 30-page language documentation manual describing the workflows that are followed in this documentation project was created in order to train young community members. The .pdf of the manual can be retrieved by clicking this [dropbox link](https://example.com). |

### 1.8 Presentation of the data in the current dissertation

Most of the linguistic data in this dissertation is presented in the form of glossed examples that are extracted from the corpus of ELAN annotated recordings. Glossed examples carry an example number between parentheses on the top left of the example. Example numbering restarts at the beginning of each chapter. We may sometimes refer to a glossed
example by its number such as (4.21), which means that the example is the 21st example of Chapter 4. Given, that glossed examples contain a considerable number of elements, our glossing conventions are further explained in §1.8.1 below.

Another method of arranging data in this dissertation consists of tables. Tables are used to represent paradigms of grammatical elements (e.g., the paradigm of Personal Pronouns in Table 5.3), or, in order to represent different types and subtypes of a certain category (e.g., basic clause types, Table 4.10). If the reference to a table is made by its reference number, such as 4.10, it means that the table is located in Chapter 4, Table 10. The table may be followed by a series of glossed examples where the elements described in the table are shown in context.

Finally, some of the data obtained during field work are represented in figures, such as Figure 1.5, which is the fifth figure of Chapter 1 and which shows a map of the different settlements of speakers of Northern Alta.

1.8.1 Glossed examples

Consider the glossed example appearing in Chapter 3, and shown in Table 1.8:

Table 1.8 Parts of a glossed example in this dissertation

<table>
<thead>
<tr>
<th>Glossed example</th>
<th>Content per tier</th>
</tr>
</thead>
</table>
| (1) menbelon e’ namud [məmbəˈlɒnəʔ namud] man-belun=eʔ=namud AV-provision=1s.ABS=just ‘I just pack food (for the field)’ (19.07) | → practical orthography  
→ phonetic transcription  
→ phonological transcription  
→ morpheme glossing  
→ free translation (+ reference number) |

The first line of the glossed example above, menbelon e’ namud, represents the practical orthography discussed in §2. The second line, which appears between square brackets [məmbəˈlɒnəʔ namud], shows the phonetic transcription of the utterance, where primary stress, secondary stress and vowel length may also be represented. This type of phonetic

\[\text{In this dissertation, parts of speech, phrase types and grammatical cases are spelled with capital letters to indicate that these categories are specific to the Northern Alta language.}\]
transcription only appears in §3, and has the purpose of representing morphological and morpho-phonological properties.

The third line of the example, *mən-belun=əʔ=namud*, corresponds to the phonological transcription of the utterance. As for the fourth line, *AV-provision=1s.ABS=just*, it is aligned with the phonological transcription, and provides morpheme-by-morpheme glossing.

Finally, the fifth line, ‘*I just pack food (for the field)*’ (19.07), includes a free translation, which appears between single quotation marks. The part of the line that is between parentheses provides the corpus reference number. For example, (19.07) indicates that the example is located in recording 19, segment 08. Examples obtained through elicitation are not provided in this dissertation unless necessary. In these cases the examples carry a capital E (for elicited) in the reference number. In cases in which the free translation differs too much from the structure of the original example in Alta, we have also added a literal translation below. The literal translation appears between parentheses and is preceded by the abbreviation (lit.).

We have attempted to follow the conventions provided in the Leipzig Glossing Rules (Bickel, Comrie, Haspelmath, 2008), with a few exceptions, which are listed below:

- The example in practical orthography (line 1) is written without additional spaces and is thus not aligned with the other tiers. (Rule 1)
- As stated in Rule 3, grammatical morphemes are represented by abbreviated category labels, which are represented, typically by small capitals. However, our abbreviated labels are not represented with small capitals but by capital letters.
- Not all of the abbreviations provided in the Leipzig Glossing Rules are followed, a complete list of abbreviations is attached in the Appendix A of this dissertation (Rule 3)
- Reduplication (Rule 10) is represented by a hyphen instead of a tilde.

A more detailed description of the glossing method for parts of speech in this dissertation is provided in the Appendix B.

In addition, the following methods are used to highlight parts of a glossed example.
1.8.1.1 Square brackets

Square brackets appear sometimes in the phonological transcription tier in order to represent clausal constituent boundaries:

(1.2) lumelbut nen in kaldero

\(\langle\text{um}\rangle\text{l-but}=\text{nən} \ [\text{?in} \ \text{kaldiru}]\)

\(<\text{AV}>\text{RDP-boil}=\text{already} \ \text{ABS} \ \text{pot}\)

‘the (content of the) pot is now boiling’ (106.089)

Square brackets may also represent phrasal constituent boundaries. In the example below, the outer pair of brackets shows the Genitive argument, while the inner pair represents the Genitive modifier:

(1.3) para mensoli in linaw ni mata mi

\(\text{para} \ \text{men-suli} \ \text{?in} \ \text{linaw} \ [\text{ni} \ \text{mata}]=\text{mi}]\)

\(\text{for} \ \text{AV-return} \ \text{ABS} \ \text{clarity} \ \text{GEN} \ \text{eye}=\text{1pe.GEN}\)

‘so we can see clearly again’ (94.138) (lit. so the clarity of our eyes returns)

1.8.1.2 Elements in bold

Bold font is used to highlight parts of a glossed example that are related to the topic of a specific section. For example, in Chapter 4 (which describes the types of phrases), the different phrase types appear between square brackets. In addition, the specific phrase that we want to distinguish is represented in bold. Since we also refer to the case of the phrase in the grammatical explanation, the abbreviation of the case is also highlighted:

(1.4) aydi, ginuyod nen ni Lettaw

\(\text{?ajdi} \ \text{g}<\text{in}>\text{ujud}=\text{nən} \ [\text{ni} \ \text{littaw}]\)

\(\text{INTJ} \ <\text{PRF.PV}>\text{pull}=\text{already} \ \text{GEN} \ \text{Lettaw}\)

‘aidi, Lettaw pulled it’ (100.723)

Bold font is also used in sections where a paradigm followed by glossed examples is provided. For example, §5.2.1 provides a table with the paradigm of Personal Pronouns organized by person and case, which is followed by a subsection for each of the cases, containing one glossed example per person. In these examples, the Pronoun (in the phonological tier) and the gloss are both highlighted:
(1.5) tebagen miyu ti polung tam-i
tәbагәn=miju  tи pулун=tәm=i
reply-PV=2p.GEN  OBL  word=1pi.GEN=SPEC
‘reply (you all) to our questions’ (91.240)

1.8.1.3 Underlined segments

In some parts of this dissertation, we consider that it is helpful to show the position and boundaries of the predicate. In these cases, we have chosen to underline it. In Example 1.6, which appears in §4, each of the clausal constituents (predicate, arguments), appear between square brackets. In addition, the predicate is underlined.

(1.6) menla'ad ami ti papa'as-i
[мәn-лаʔад][=ʔами]  [tи  пapaʔas=i]
AV-walk=1pe.ABS  OBL  morning=SPEC
‘we walk in the morning’ (nalta60.10)
2. Phonology

2.1 Introduction

In the following sections, vowel (§2.2.1) and consonant (§2.2.2) inventories are provided. The inventories are followed by sections on minimal pairs and allophones. Section 2.3 discusses syllable structure. This chapter ends with a short description of the practical orthography and a table showing the correspondence between the practical orthography and the phoneme inventory.

The data in this chapter is from the corpus of recordings of the language. Minimal pairs have been detected using regular expressions in ELAN. Examples in this chapter are provided by using the practical orthography, a phonemic transcription, or a phonetic representation. In addition, periods are used in the phonemic transcription to indicate syllable boundaries, and colons appear in the phonetic representation to indicate vowel length. Finally, stress is indicated in the practical orthography by an acute accent on the syllable nucleus, and by an apostrophe preceding the stressed syllable in the phonemic and phonetic transcriptions.

2.2 Phonemic inventory

2.2.1 Vowels

There are four contrastive vowels in Northern Alta /i/ /a/ /u/ and /a/. In addition, there are two borrowed vowels, /ɛ/ and /ɔ/, which are represented between parentheses in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Central</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>i</td>
<td></td>
<td>u</td>
</tr>
<tr>
<td>Mid</td>
<td>(ɛ)</td>
<td>ə</td>
<td>(ɔ)</td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>

/a/ is a central unrounded vowel, e.g., /ta'liŋa/ ‘ear’
/i/ is a high front unrounded vowel, e.g., /'kilai/ ‘eyebrow’
/æ/ is a mid central unrounded phoneme, e.g., /me'lanis/ ‘sweet’
/u/ is a high back rounded vowel, e.g., /ʔa lub/ ‘kiss’
/ɛ/ is a mid front unrounded lax vowel, e.g., /mi'nɛrɛ/ ‘Minero area’
/ɔ/ is a mid back rounded lax vowel, e.g., /kɔ'dradu/ ‘square’

2.2.1.1 Minimal pairs

(2.1) /a/

/a/ vs /u/ /'pira/ ‘money’ /'piru/ ‘but’
/a/ vs /u/ /ta'liŋa/ ‘ear’ /ta'liŋu/ ‘wound’
/a/ vs /i/ /ʔa'ma/ ‘father’ /ʔa'mi/ ‘us’
/a/ vs /i/ /ʔiʔan/ ‘fruit’ /ʔiʔin/ ‘that’
/a/ vs /al/ /ba'li/ ‘so’ /ba'li/ ‘house’
/a/ vs /al/ /da/ ‘since’ /da/ ‘3p.GEN Pronoun’

(2.2) /i/

/i/ vs /a/ /ti/ ‘OBL Article’ /ta/ ‘LOC Article’
/i/ vs /a/ /me'linis/ ‘clean’ /me'lanis/ ‘sweet’
/i/ vs /a/ /ni/ ‘Genitive Article’ /na/ ‘3s.GEN Pronoun’
/i/ vs /a/ /di/ ‘then’ /da/ ‘3p.GEN Pronoun’
/i/ vs /u/ /bu'til/ ‘lie’ /bu'tul/ ‘seed’
/i/ vs /u/ /ʔig'-dat/ ‘eel’ /ʔug'dat/ ‘root’
/i/ vs /u/ /'kilai/ ‘eyebrow’ /'kulai/ ‘colour’

(2.3) /æ/

/æ/ vs /u/ /ʔa'nen/ ‘cooked rice’ /ʔa'nun/ ‘why?’
/æ/ vs /i/ /ʔe'but/ ‘hole’ /ʔi'but/ ‘throw away’
/æ/ vs /u/ /ma'pulad/ ‘sleep’ /ma'pulad/ ‘place in Diteki’
/æ/ vs /a/ /matap'da/ ‘low’ /matap'da/ ‘fat’
/æ/ vs /a/ /da'mat/ ‘fight’ /da'mat/ ‘hand’

(2.4) /u/

/u/ vs /a/ /bu'li/ ‘rectum’ /ba'li/ ‘so’
/u/ vs /a/ /bu'li/ ‘rectum’ /ba'li/ ‘house’
/u/ vs /a/ /sa'pul/ ‘beginning’ /sa'pal/ ‘residue’
/u/ vs /a/ /la'mun/ ‘grass’ /la'man/ ‘wild pig’
/u/ vs /i/ /'silu/ ‘snare’ /'sili/ ‘chili’
2.2.1.2 The vowel /i/

The phoneme /i/ is generally realized as [i], except for the following environments, in which it is realized as [ɪ], or as a long vowel [ɪː]:

1. In the following words belonging to closed classes:

(2.5)  
aheno  [ʔaˈhɪ:no]  ‘what’  
papeno  [paˈpɪ:no]  ‘how’  
ti aheno  [tijaˈhɪ:no]  ‘who’  
ina  [=ʔɪːna]  ‘MED.DEM.ABS’  
in  [=ʔɪːn]  ‘PROX.DEM.ABS’  
ti’sen  [tiʔsɪn]  ‘in here’  
sen  [sɪn]  ‘here’  
sip  [sɪp]  ‘still’

2. In certain words, reflecting PAN *i as [ɪː] or [ɪ]:

(2.6)  
tiddena  [tidˈdɪːنا]  ‘mother’ (3p.ABS)  <PAN *ina  
niddena  [nidˈdɪːنا]  ‘mother’ (3p.GEN)  <PAN *ina  
talenga  [taˈlɪːنا]  ‘ear’  <PMP *taliŋa  
ulila  [ʔuˈlɪːلا]  ‘orphan’  <PWMP *ulila  
ulitan  [ʔuˈlɪːتان]  ‘peel’  <PWMP *kulit-an  
ulitaw  [ʔuˈlɪːتاو]  ‘young man’  <PPh *ulitaw  
manipis  [maˈnɪːپیس]  ‘thin’  <PMP *nipis  
talinep  [taˈlیناپ]  ‘dream’  <PPh *taRa-qinep  
debbelew  [dabbeˈlینو]  ‘opposite side’  <PMP *baliw

3. In cases of vowel lowering related to affixation or liaison (see §3.2.7.3.2)

---

3 The reconstructions are extracted from the Austronesian Comparative Dictionary (Blust & Trussel, 2010) and copied here, unchanged.

---
2.2.1.3 The vowel /u/

The phoneme /u/ is a high back rounded vowel which ranges from [u] to [o]. It is not clear at this point which factors explain this alternation, but one of them appears to be a consequence of affixation, as described in §3.2.7.3.1.

2.2.1.4 The vowel /ә/

The mid central unrounded phoneme /ә/ ranges from [ә] to [i]. It is optionally pronounced as /a/ in certain prefixes such as the Actor voice prefixes /mәn-/ /mәŋ-/ or the Stative /mә-/. This might be a consequence of the influence of neighboring languages such as Tagalog or Ilokano, which show /a/ in their equivalent prefixes. The reconstructed forms of these prefixes also show a vowel /a/: *maR-, *maŋ-, *ma- (Blust, 2013, p.376).

2.2.1.5 Borrowed vowels

2.2.1.5.1 The vowel /ɛ/

/ɛ/ is a mid front unrounded lax vowel e.g., /miⁿɛɾu/ ‘Minero area’. It appears mostly in loanwords from Spanish (2.7) or English (2.8) (probably via Tagalog or Ilokano) and in some Alta words (2.9) and may be a borrowed phoneme. Since we currently do not have examples of minimal pairs in which this vowel is distinctive, its phonological status is unclear.

(2.7) palengke [pa’lɛŋkɛ] ‘market, city’
sentro [’sɛntɾo] ‘center’
semento [se’mɛnto] ‘cement’
puwede [’pwɛdɛt] ‘can, be able’
kareta [ka’retə] ‘small cart’
bentilador [bɛntilə’doɾ] ‘fan’
Minero [mi’nɛɾɔ] ‘Minero’ (place near Diteki)
kape [ka’pe] ‘coffee’

(2.8) elikopter [ʔɛli’koptɛɾ] ‘helicopter’
bolpen [’bolpɛn] ‘ball pen’
selpon [’sɛlpɔn] ‘cell phone’

(2.9) sela [’sɛla] ‘also’
The vowel /ɛ/ is phonemically transcribed as /i/ in this dissertation.

2.2.1.5.2 The vowel /o/

/ɔ/ is a mid back rounded lax vowel e.g., /koˈdradu/ ‘square’. It appears mostly in Spanish borrowings (via Tagalog or Ilokano) (2.10), and in a small number of Alta words (2.11) and may also be a borrowed phoneme. As with the vowel /ɛ/, there are no minimal pairs distinguished with this vowel.

(2.10) Spanish borrowings

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dios</td>
<td>[djoʊs]</td>
<td>‘god’</td>
</tr>
<tr>
<td>dose</td>
<td>[ˈdɔsi]</td>
<td>‘twelve’</td>
</tr>
<tr>
<td>puesto</td>
<td>[ˈpwɛstɔ]</td>
<td>‘place’</td>
</tr>
<tr>
<td>kodrado</td>
<td>[koˈdrado]</td>
<td>‘square’</td>
</tr>
<tr>
<td>tenedor</td>
<td>[tiniˈdɔɾ]</td>
<td>‘fork’</td>
</tr>
<tr>
<td>kompleto</td>
<td>[komˈpleto]</td>
<td>‘complete’</td>
</tr>
<tr>
<td>ospital</td>
<td>[ʔɔspiˈtal]</td>
<td>‘hospital’</td>
</tr>
<tr>
<td>bentilador</td>
<td>[bɛntilaˈdɔɾ]</td>
<td>‘fan’</td>
</tr>
<tr>
<td>eroplano</td>
<td>[ʔɛɾoˈplano]</td>
<td>‘airplane’</td>
</tr>
<tr>
<td>apelido</td>
<td>[ʔapeˈlidɔ]</td>
<td>‘family name’</td>
</tr>
<tr>
<td>repolyo</td>
<td>[reˈpɔljo]</td>
<td>‘cabbage’</td>
</tr>
</tbody>
</table>

(2.11) Alta words containing /ɔ/

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ngo’</td>
<td>[ŋɔʔ]</td>
<td>‘name’</td>
</tr>
<tr>
<td>ngo’an</td>
<td>[ŋɔʔan]</td>
<td>‘to name something’</td>
</tr>
<tr>
<td>tobil</td>
<td>[ˈtɔbil]</td>
<td>‘mouth’</td>
</tr>
<tr>
<td>meputi</td>
<td>[məˈpɔːti]</td>
<td>‘white’</td>
</tr>
</tbody>
</table>

The vowel /ɔ/ is phonemically transcribed as /u/ in the rest of this dissertation.

2.2.1.6 Diphthongs

On the basis of the examples below, the following vowel sequences are considered diphthongs:
These diphthongs are transcribed phonemically as /aj/, /aw/, /әj/ and /ui/ in the rest of this dissertation.

### 2.2.2 Accent and vowel length

Lexical accent is phonemic, as it may contribute to a change of meaning in the following terms, (though some of the contrasts can be explained through lexical borrowing):

(2.13) /'mata/ ‘ripe’ /maˈta/ ‘eye’

The form /maˈta/ ‘eye’ is probably a Tagalog borrowing. The Alta equivalent is the form /jilˈgit/.

/ˈkaja/ ‘able’ /kaˈja/ ‘thus’

/ˈwadi/ ‘younger sibling’ /waˈdi/ ‘younger sibling (voc)’

/ˈbagaʔ/ ‘ember’ /baˈgaʔ/ ‘lungs’

Stress can occur in the following contexts within a word, as shown in Table 2.2.

<table>
<thead>
<tr>
<th>Syllable</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last, open</td>
<td>/ʔaˈpu/ ‘grandparent / grandchild’</td>
</tr>
<tr>
<td>Last, closed</td>
<td>/pəlˈtag/ ‘spear’</td>
</tr>
<tr>
<td>Penult, open</td>
<td>/ʔiˈnit/ ‘heat’</td>
</tr>
<tr>
<td>Penult, closed</td>
<td>----</td>
</tr>
<tr>
<td>Prepenultimate, open</td>
<td>/ˈbanuwan/ ‘market, town’</td>
</tr>
<tr>
<td>Prepenultimate, closed</td>
<td>----</td>
</tr>
</tbody>
</table>

Accented penultimate syllables tend to be lengthened (as with other Cordilleran languages such as Casiguran and Dupaningan Agta). The vowels /i/, /a/ and /o/ can be long, but not /ә/ as in (2.14):

4 The form /maˈta/ ‘eye’ is probably a Tagalog borrowing. The Alta equivalent is the form /jilˈgit/.

5 /ˈkaja/ is possibly a borrowing from Tagalog or Ilokano.
The data collected to this point seems to indicate that, in terms of Zorc (1978, p. 243), Alta does not reflect Proto-Philippine (PPh) accent, since most of the Alta forms corresponding to the provided PPh reconstructions\(^6\), do not agree in reflecting penultimate length (similar to the case of Pangasinan language):

\[
(2.15) \quad /\text{be'l}u/ \quad \text{‘widow’} \quad \text{<PPh *ba:lu}
\]

\[
/d\text{a'lan}/ \quad \text{‘path’} \quad \text{<PPh *da:lan}
\]

\[
/di'la/ \quad \text{‘tongue’} \quad \text{<PPh *di:laq}
\]

\[
/?\text{u'}tuh/ \quad \text{‘louse’} \quad \text{<PPh *ku:tuh}
\]

\[
/?\text{ŋi}'pen/ \quad \text{‘tooth’} \quad \text{<PPh *ŋi:pen}
\]

\[
/pu'sed/ \quad \text{‘navel’} \quad \text{<PPh *pu:sed}
\]

\[
/si'ʔuh/ \quad \text{‘elbow’} \quad \text{<PPh *si:ku}
\]

\[
/tu'bu/ \quad \text{‘plant’} \quad \text{<PPh *tu:buq}
\]

\[
/?\text{a'ŋi}'es/ \quad \text{‘breathe’} \quad \text{<PPh *ha:ŋi}'es}
\]

However, forms that have a short penult do agree as well:

\[
(2.16) \quad /\text{ʔa'naʔ}/ \quad \text{‘child’} \quad \text{<PPh* anak}
\]

\[
/\text{ʔa'po}/ \quad \text{‘grandchild’} \quad \text{<PPh* apu[h]}
\]

\[
/\text{ʔa'sin}/ \quad \text{‘salt’} \quad \text{<PPh* qasin}
\]

\[
/ba'ga'/ \quad \text{‘lungs’} \quad \text{<PPh* bara'q}^7
\]

\[
/be'gas/ \quad \text{‘husked rice’} \quad \text{<PPh* be'Ra's}
\]

\[
/la'ŋuy/ \quad \text{‘to swim’} \quad \text{<PPh* la'ŋuy}
\]

\[
/ma'ta/ \quad \text{‘eye’} \quad \text{<PPh* mata}
\]

---

\(^6\) The reconstructed forms provided in this section are extracted from Zorc (1978, p.41), where they are labelled as PPH.

\(^7\) For this form, Zorc (1978: 42) provides the doublet *ba:gaq ‘lungs’
This implies that Northern Alta has also lost its inherited contrastive lexical accent and redeveloped it subsequently via borrowing. However, more data is needed in order to assert this claim.

### 2.2.3 Consonants

Table 2.3 lists the consonants of Northern Alta.

<table>
<thead>
<tr>
<th>Table 2.3 Consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stop</strong></td>
</tr>
<tr>
<td><strong>Fricative</strong></td>
</tr>
<tr>
<td><strong>Affricate</strong></td>
</tr>
<tr>
<td><strong>Nasal</strong></td>
</tr>
<tr>
<td><strong>Lateral Approximant</strong></td>
</tr>
<tr>
<td><strong>Tap or Flap</strong></td>
</tr>
<tr>
<td><strong>Glide</strong></td>
</tr>
</tbody>
</table>

#### 2.2.3.1 Minimal pairs

1. **Minimal pairs (2.17)** /p/

   - /p/ vs /t/  /sip/ ‘still’ /sit/ ‘thorn’
   - /p/ vs /l/  /pa’ti/ ‘including’ /la’ti/ ‘rattan’
   - /p/ vs /m/  /pa’ti/ ‘including’ /ma’ti/ ‘die’
   - /p/ vs /s/  /ka’pi/ ‘coffee’ /ka’si/ ‘thus’
   - /p/ vs /s/  /’palad/ ‘palm’ /’salad/ ‘salad’

2. **Minimal pairs (2.18)** /b/

   - /b/ vs /p/  /ʔa’bu/ ‘ashes’ /ʔa’pu/ ‘grandfather’
   - /b/ vs /ʔ/  /’balak/ ‘plan, idea’ /ʔalak/ ‘wine’
   - /b/ vs /m/  /ba’li/ ‘maybe, so’ /ma’li/ ‘incorrect’
   - /b/ vs /l/  /’balu/ ‘new’ /lalu/ ‘specially’

3. **Minimal pairs (2.19)** /t/ /k/

   - /t/ vs /k/  /’titi/ ‘penis’ /’kiki/ ‘vagina’
/t/ vs /d/  
/tam/ 1pi.GEN Pronoun /dam/ ‘dam’

/t/ vs /ʔ/  
/tu’lag/ ‘spear’ /ʔu’lag/ ‘snake’

/t/ vs /l/  
/ʔu’luh/ ‘lice’ /ʔu’luh/ ‘head’

(2.20) /d/  
/d/ vs /l/ /t/ /tu’lud/ ‘true’ /la’lud/ ‘eggplant’

/d/ vs /t/ /d’id/ 3p.LOC Pronoun /tid’a/ ‘with’

/d/ vs /s/ /diʔen/ 1s.LOC Pronoun /siʔen/ 1s.ABS Pronoun

/d/ vs /s/ /ban’d/ ‘side’ /ban’sa/ ‘country’

(2.21) /k/  
/k/ vs /ʔ/ /ʔa’suk/ ‘smoke’ /ʔa’suʔ/ ‘my dog’

/k/ vs /t/ /k’a/ ‘bed’ /t’a/ ‘correct’

/k/ vs /n/ /ʔa’kaʔ/ ‘my older sibling’ /ʔa’naʔ/ ‘child’

(2.22) /g/  
/g/ vs /k/ /gulaj/ ‘vegetable’ /kulaj/ ‘color’

/g/ vs /t/ /gulaj/ ‘vegetable’ /tulaj/ ‘bridge’

/g/ vs /ʔ/ /tag’pu/ ‘waterfall’ /taʔ’pu/ ‘summit’

/g/ vs /s/ /bagu/ ‘before’ /basu/ ‘glass’

(2.23) /ʔ/  
/ʔ/ vs /d/ /siʔen/ 1s.ABS Pronoun /si’den/ 3p Pronoun

/ʔ/ vs /g/ /ʔa’pu/ ‘summit’ /ʔa’pu/ ‘waterfalls’

/ʔ/ vs /j/ /ʔiʔan/ ‘fish’ /ʔiʔan/ ‘fruit’

/ʔ/ vs /l/ /buʔ/ ‘hair’ /bul/ ‘knee’

/ʔ/ vs /l/ /diʔaw/ 2s.LOC Pronoun /di’law/ ‘yellow’

(2.24) /m/  
/m/ vs /s/ /maj/ ‘there is’ /saj/ ‘to be’

/m/ vs /k/ /ʔa’mə/ ‘father’ /ʔa’ka/ ‘older sibling’

/m/ vs /t/ /da’lam/ ‘evening’ /da’lat/ ‘sea’

/m/ vs /l/ /mata/ ‘ripe’ /lata/ ‘can’

(2.25) /n/  
/n/ vs /t/ /bu’lan/ ‘moon’ /bu’lat/ ‘blind’
/n/ vs /l/  /'tunaj/  ‘pure’  /'tulaj/  ‘bridge’
/n/ vs /ŋ/  /ta'luŋ/  ‘forest’  /ta'luŋ/  ‘eggplant’
/n/ vs /m/  /'i'tan/  ‘look’  /'i'tam/  ‘1pi.ABS Pronoun’

(2.26)  /ŋ/
/ŋ/ vs /n/  /ŋi/  ‘indeed’  /ni/  ‘GEN Article’
/ŋ/ vs /g/  /diŋ'diŋ/  ‘wall’  /dig'dig/  ‘next to’
/ŋ/ vs /p/  /'i'nalaŋ/  ‘came from’  /'i'nalap/  ‘caught’
/ŋ/ vs /aj/  /'kuľaŋ/  ‘insufficient’  /'kuľaj/  ‘color’

(2.27)  /r/
/r/ vs /l/  /peŋʔarap/  ‘ambition’  /peŋʔalap/  ‘taking’
/r/ vs /s/  /rip/  ‘fridge’  /sip/  ‘still’

(2.28)  /s/
/s/ vs /h/  /la'sat/  ‘breast’  /la'hat/  ‘all’
/s/ vs /l/  /'basu/  ‘glass’  /'balu/  ‘new’
/s/ vs /d/  /'basu/  ‘glass’  /'badu/  ‘t-shirt’
/s/ vs /n/  /ta'ʔus/  ‘sincere’  /ta'ʔun/  ‘year’

(2.29)  /h/
/h/ vs /d/  /'hati/  ‘split’  /'dati/  ‘originally’
/h/ vs /t/  /hid/  ‘3p pronoun’  /tid/  ‘with’
/h/ vs /g/  /hin'tu/  ‘stop’  /gin'tu/  ‘gold’
/h/ vs /s/  /hipag/  ‘sister-in-law’  /'sipag/  ‘industriousness’

(2.30)  /j/
/j/ vs /s/  /jaj/  DIST.DEM.ABS  /saj/  ‘to be at’
/j/ vs /n/  /si'ja/  3s Pronoun  /si'na/  MED.DEM.LOC
/j/ vs /ʔ/  /si'jam/  ‘nine’  /si'ʔam/  2p Pronoun’

(2.31)  /l/
/l/ vs /d/  /'balu/  ‘new’  /'badu/  ‘t-shirt’
/l/ vs /b/  /lanj'ka/  ‘jackfruit’  /banj'ka/  ‘boat’
/l/ vs /n/  /ta'luđ/  ‘true’  /ta'nud/  ‘wait’
/l/ vs /n/  /ta'luŋ/  ‘eggplant’  /ta'nuŋ/  ‘question’
2.2.3.2 The phoneme /ʔ/

As it was illustrated in Example (2.23) above, glottal stops are phonemic in medial and final positions. Since we do not have any phonemic contrast in initial position, the phonemic status of initial glottal stops is not observable directly, but some indirect evidence suggests that initial glottal stops are phonemic.

Some morpho-phonological alternations suggest that all words apparently starting with a vowel have a glottal stop preceding the initial vowel. For example, when attaching prefixes man- or pen- to roots that seemingly start with a vowel, the resulting forms show geminated glottal stops, as a consequence of regressive assimilation. Thus, forms like /man-ʔudiŋ/ are realized as [mәʔ-ʔudiŋ], (see Example 3.4, §3.2.1.1).

There are instances of liaison providing the same type of evidence, for example with a number of enclitic Personal Pronouns, all of which may trigger assimilation of the last consonant of a host if this consonant is /n/. (see Examples 3.5 – 3.7, §3.2.1.2).

Thus, words starting with vowel are phonemically transcribed with an initial glottal stop in this dissertation.

2.2.3.3 The phoneme /ɾ/

The phoneme /ɾ/ is an alveolar flap [ɾ] appearing mostly in borrowings. But it has phonemic status in Alta, as shown by the minimal pairs in Example (2.27). The Examples (2.33) to (2.35) below contain this allophonic variant:

(2.33) Tagalog borrowings
However, there are a number of Tagalog, Spanish and English borrowed words that contain the alveolar trill [r]. Examples (2.36) to (2.38). As we currently do not have contrasts that include an alveolar trill, we consider this to be an allophone of /r/ on the basis of phonetic similarity.
(2.36) Tagalog borrowings

<table>
<thead>
<tr>
<th>Word</th>
<th>Transcription</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yari</td>
<td>[‘ja:ri]</td>
<td>‘happen’</td>
</tr>
<tr>
<td>aral</td>
<td>[‘ʔa:ral]</td>
<td>‘to study’</td>
</tr>
<tr>
<td>mahirap</td>
<td>[ma’hirap]</td>
<td>‘hard’</td>
</tr>
<tr>
<td>kurimaong</td>
<td>[kurimaʔung]</td>
<td>‘mountain rat’</td>
</tr>
<tr>
<td>marahil</td>
<td>[ma’ra:hil]</td>
<td>‘maybe’</td>
</tr>
<tr>
<td>karamdaman</td>
<td>[karam’da:man]</td>
<td>‘disease’</td>
</tr>
<tr>
<td>maranasan</td>
<td>[mara’nasan]</td>
<td>‘to experience’</td>
</tr>
</tbody>
</table>

(2.37) Spanish borrowings

<table>
<thead>
<tr>
<th>Word</th>
<th>Transcription</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>barrio</td>
<td>[’barjo]</td>
<td>‘neighborhood’</td>
</tr>
<tr>
<td>guerra</td>
<td>[’ɡɪ:ra]</td>
<td>‘war’</td>
</tr>
<tr>
<td>gitarra</td>
<td>[ɡi’ta:ra]</td>
<td>‘guitar’</td>
</tr>
<tr>
<td>koriente</td>
<td>[ko’rijente]</td>
<td>‘electricity’</td>
</tr>
<tr>
<td>kumare</td>
<td>[ku’marij]</td>
<td>‘godmother’</td>
</tr>
</tbody>
</table>

(2.38) English borrowings

<table>
<thead>
<tr>
<th>Word</th>
<th>Transcription</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>surrender</td>
<td>[su’rɪndɪɾ]</td>
<td>‘to surrender’</td>
</tr>
<tr>
<td>okra</td>
<td>[ʔo’kra]</td>
<td>‘okra’</td>
</tr>
</tbody>
</table>

Thus, both the alveolar flap [r] and the alveolar trill [ɾ] are represented as /r/ in phonemic representation in the current dissertation.

2.2.3.4 The phoneme /dʒ/  

The phoneme ɗʒ appears mostly in loan words such as the following:

(2.39)  /dʒun/     ‘June’  
/ɡrædʒik/    ‘project’

In addition, the sequence /dij/ + vowel is sometimes palatalized, and realized as ɗʒ in fast speech:

(2.40)  /dʒiˈdʒæpu/ | /dʒaˈdʒæpu/ | ‘grandparents’
/ɡəˈdʒæju/   | /dʒaˈdʒæju/  | ‘far’
/dʒaˈdʒæj/   | /dʒaˈdʒæj/   | ‘now’

39
Similar examples of palatalization have been described for Ilokano in Rubino (1997, p.11)

### 2.2.3.5 Geminates

All the consonants except /r/ can be geminated, mostly as a result of derivational and inflectional processes:

(2.41) /p/ /ʔap-pəltag-ən/ [ʔəp’pəltagən] ‘will fish with spear’
/b/ /ʔaʔu-bətuʔən/ [ʔəba’uʔən] ‘stony ground’
/t/ /ʔat-tənuʔən/ [ʔətə’nənən] ‘will ask someone’
/d/ /majwadə/ [maiwad̂ə] ‘there is’
/k/ /tikkaj/ [tik’kai] ‘name of person’
/g/ /ʔeg-gujud-ən/ [ʔəggu’jodən] ‘will pull from’
/r/ /mən-ʔuma/ [məʔ’omə] ‘to farm’
/m/ /limma/ [lim’mə] ‘five’
/n/ /mannaʔəm/ [mannaʔəm] ‘parents, elders’
/s/ /tətassisti/ [ʔətas’sə] ‘one’
/h/ /ʔaʔu-haplus-ən/ [ʔəh’aplusən] ‘will stroke (the dog)’
/l/ /ʔellaʔi/ [ʔeliaʔi] ‘male’
/w/ /ʔiʔu-wala/ [ʔiʔu’ala] ‘lose, separate’
/j/ /ʔiʔu-jasaʔ/ [ʔiʔu’jasaʔ] ‘to place’

### 2.2.3.6 Alternations between [s] and [h]

As shown above, the phonemes /h/ and /s/ are phonemic, with minimal pairs:

(2.42) /s/ vs /h/ /hipag/ ‘sister-in-law’ /’sipag/ ‘industriousness’
/s/ vs /h/ /la’sat/ ‘breast’ /la’hat/ ‘all’

However, [s] seems to be in free variation with [h] in certain grammatical particles, in which they are usually followed by one of the allophones of /i/, or the diphthong /aj/:

(2.43) /ʔa’sino/ [ʔa’sɛnɔ] [ʔa’hɛnɔ] ‘what’
/saj/ [sai] [hai] ‘here’
/l’siuʔa/ [’siuʔa] [’hia] ‘also’
/l’sid/ [siʔ] [hid] ‘they’

---

8 Hyphen marks a morpheme boundary
Relevant to this point can be the reconstructions of the third-person plural Pronoun as for example the one provided in Blust (2013, p.314), PAN *si-da, from which the Alta form /sid/ is reflected. This suggests that, in addition to the Alta third-person plural Pronoun, other forms might also show a reflex of the proto-phoneme */s/.

The speakers have stated several times that there is no variation in meaning between the two pronunciations. In the case of the free Personal Pronouns, all of which start with the sequence /si/, only the third-person plural was found to show this variation. This issue needs more in-depth research.

### 2.2.3.7 Phonotactics

Table 2.4 shows the distribution of Alta consonants within a word.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>/pa'gud/ 'wind'</td>
<td>/a'puj/ 'fire'</td>
<td>/ʔalap/ 'catch'</td>
</tr>
<tr>
<td>b</td>
<td>/baʔik/ 'small'</td>
<td>/ʔi'bid/ 'say'</td>
<td>/ʔemptu'lab/ 'yesterday'</td>
</tr>
<tr>
<td>t</td>
<td>/taʔpu/ 'summit'</td>
<td>/bi'til/ 'hunger'</td>
<td>/wa'gət/ 'water'</td>
</tr>
<tr>
<td>d</td>
<td>/dab'di/ 'girl'</td>
<td>/ʔa'dunj/nose'</td>
<td>/pulləd/ 'sleep'</td>
</tr>
<tr>
<td>k</td>
<td>/k'ilaj/ 'eyebrow'</td>
<td>/ʔa'ka/ 'older sibling'</td>
<td>/sun'tuk/ 'fight'</td>
</tr>
<tr>
<td>g</td>
<td>/'gulaj/ 'vegetable'</td>
<td>/ʔa'gəm/ 'ant'</td>
<td>/ʔa'nig/ 'be like'</td>
</tr>
<tr>
<td>?</td>
<td>/ʔa'wajan/ 'bamboo'</td>
<td>/siʔaw/ 'you'</td>
<td>/ʔa'suʔ/ 'my dog'</td>
</tr>
<tr>
<td>m</td>
<td>/mu'dunj/ 'mountain'</td>
<td>/ga'mut/ 'medicine'</td>
<td>/ʔulam/ 'viand'</td>
</tr>
<tr>
<td>n</td>
<td>/na'muʔi/ 'mosquito'</td>
<td>/ʔa'nən/ 'cooked rice'</td>
<td>/ma'bɨʔən/ 'near'</td>
</tr>
<tr>
<td>ñ</td>
<td>/ni'pən/ 'teeth'</td>
<td>/bu'ŋaw/ 'testicle'</td>
<td>/mu'dunj/ 'mountain'</td>
</tr>
</tbody>
</table>
2.3 Syllable structure

Before looking at the canonical syllable structure, let us look at possible consonant sequences. The examples in (2.44) show that consonant sequences only appear across syllable boundaries:

(2.44)  /ʔap.'nu/^9^  ‘fill’

/ʔap.sut/  ‘sour’
/ʔad.'den/  ‘name’
/ʔa.jag.'peg/  ‘small hut’
/ʔin.'dul/  ‘earthquake’
/ʔem.pu.'lab/  ‘yesterday’
/ʔe.dal.'met/  ‘heavy’
/ʔu.'san/  ‘open’
/ʔa.'lid/  ‘red’
/ʔi.'nu.dan/  ‘chair’

Considering that in Northern Alta glottal stops are phonemic in onset position (see the explanation in §2.2.3.2), the canonical Northern Alta syllable is CV(C), where C stands for consonant and V for vowel:

(2.45)  CV

/ʔu.ma/  ‘swidden’
/ʔi.nit/  ‘heat’
/ʔe.pi.ja/  ‘good’

^9^ In this section, a dot indicates a syllable boundary
However, if borrowings are taken into consideration, consonant sequences are allowed within the same syllable, and the structure should consequently be extended to C(C)V(C)C. Not all segments are allowed in the second position of a syllable onset, as the examples below indicate only /r/ /l/, /w/ and /j/ are allowed.

As for the syllable coda with two consonants, only /n/ is allowed in the first position:

2.4 Practical orthography

One of the earliest written representations of Northern Alta appears in Vanoverberg’s work Some undescribed languages of Luzon (1937). The book contains a section titled Fifteen Luzon Languages in Juxtaposition, in which the author provides a comparative 313-item wordlist of 15 languages, including Northern Alta (under the name of Baler Negrito). Vanoverberg acknowledges that some of the compared languages have a literature of their own (and hence an orthographic tradition) but considers that it is necessary to make a few additions, arguing that "in a comparative study like this, the same symbols must be used for all of them...to preserve unity and avoid confusion" (1937, p.92).
Other materials containing written representations of the language include Robert Fox’s unpublished word list (1956), and Lawrence Reid’s publications (1991, 1994 and posterior). Reid (1991, p.9) states “a careful phonemic analysis has not been completed, and so the phonemic status of [o] and [u], also of [i] and [e] is at present uncertain. All transcriptions are phonetic, and the quality of some vowels is somewhat uncertain. There is uncertainty also about the occurrence of final glottal stop in the two languages” (Southern Alta and Northern Alta).

The practical orthography used in the present work originates from the phonetic transcription system I used when I started transcribing recordings in Northern Alta, and, in fact, its main purpose is still the transcription of recordings. For this reason, a practical orthography was not developed in collaboration with native speakers, although during the last years, the native speaker Violeta Fernandez as well as the young community members Maebell and Jennifer have transcribed recorded sessions in Alta. On these occasions I asked them to transcribe without providing them with orthographic rules. Given that ELAN allows for searches of words that are spelt differently in the corpus (by using regular expressions), I considered that reaching a consensus with native speakers on how to write Alta was less urgent than transcribing the recordings.

Thus, when carrying out the first transcriptions of the language in July 2014 (see Figure 2.1), I was transcribing by hand and was using a phonetic transcription in which most sounds were represented using IPA symbols (except for glottal stops, which were represented with an apostrophe). Vowel length was also represented. See the first tier in Figure 2.1 below:

![Figure 2.1 Example of a hand-written transcription of Northern Alta (June 2014)](image)
Later on, I decided to use the software ELAN for the transcription of recordings (February 2015). I started using Roman letters, although continued using certain IPA symbols, such as ə for the coding of schwa, but I stopped representing vowel length (see Figure 2.2).

![Figure 2.2 Example of an ELAN transcription of Northern Alta (February 2015)](image)

Subsequently, I came to the conclusion that it was less time-consuming to annotate using alphabetic letters, rather than IPA symbols. This made things easier not only when transcribing, but also when using regular expressions in order to make searches in the corpus. For example, I decided to simply code schwa with the letter e, even though the letter was already used for [ıː] and [eː].

At this point the practical orthography does not use IPA symbols anymore, as all sounds are represented by Roman characters. The practical orthography is far from being unproblematic and is sometimes inconsistent but it provides a representation of the language in the transcriptions and also in the lexical database. Table 2.5 below shows the letters currently used in the practical orthography, in relation to the corresponding phoneme and allophones. In addition, the right column provides earlier ways of transcribing certain sounds. Note that a phonemically distinctive accent (see §2.2.2) is not represented, and that the apostrophe that codes glottal stops only appears in medial and final positions.

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Allophones</th>
<th>Current Practical Orthography</th>
<th>Older spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>/a/</td>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ə/</td>
<td>e</td>
<td>è, ə, a</td>
<td></td>
</tr>
<tr>
<td>/i/</td>
<td>[i]</td>
<td>i</td>
<td></td>
</tr>
<tr>
<td>Symbol</td>
<td>Description</td>
<td>Example</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>[ɪ]</td>
<td>e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/u/</td>
<td>[u]</td>
<td>u</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[o]</td>
<td>o</td>
<td></td>
</tr>
<tr>
<td>(o)</td>
<td>o</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ɛ)</td>
<td>e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/p/</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/b/</td>
<td>b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/m/</td>
<td>m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/j/</td>
<td>y</td>
<td>j</td>
<td></td>
</tr>
<tr>
<td>/w/</td>
<td>w</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/t/</td>
<td>t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/d/</td>
<td>d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ʤ/</td>
<td>j</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/n/</td>
<td>n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/r/</td>
<td>r</td>
<td>rr</td>
<td></td>
</tr>
<tr>
<td>/s/</td>
<td>s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/l/</td>
<td>l</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/k/</td>
<td>k</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/g/</td>
<td>g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ŋ/</td>
<td>ng</td>
<td>η</td>
<td></td>
</tr>
<tr>
<td>/ʔ/</td>
<td>'</td>
<td>ʔ</td>
<td></td>
</tr>
<tr>
<td>/h/</td>
<td>h</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>/aj/</td>
<td>ay</td>
<td>ai, ae</td>
<td></td>
</tr>
<tr>
<td>/aw/</td>
<td>aw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/aj/</td>
<td>ey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/uj/</td>
<td>uy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.4.1 The orthography and the phonetic and phonemic representations

Example (2.49) below shows the contrast between the orthographic, phonetic and phonemic representations of an utterance (tiers 1, 2 and 3 respectively):

(2.49) **inebidded man yay ni Lulia di’en**

[ʔin:i-biddædmanjai] ni lulja diʔen]
≤<in>i-biddæ=d=man=jaj [ni lulja] [diʔen]
CV<PRF>-say=d=CNTR=DIST.DEM.ABS GEN Lulia 1s.LOC

'Lulia told me that again' (nalta83.007)

During the first stages of this project, we were not aware of some of the morpho-phonological processes described in §3.2 and were unsure of the phonemic status of certain sounds. In consequence, in certain aspects, the practical orthography is closer to a phonetic representation (tier 2), than to a phonemic one (tier 3). For example, the Conveyance voice prefix is represented as /ʔi/- in the phonemic tier, but since it undergoes vowel lowering and lengthening as result of the perfective infix <in> (as described in §3.2.7.3.1), it is represented as [ʔi:] in the phonetic tier. On the basis of our knowledge of the language at that point in time, we represented this prefix as e in the practical orthography, which matches the phonetic realization [ʔi:] rather than the underlying phoneme /ʔi/ (see Table 2.5 above)

Another example of this difference is the fact that, although we knew that there is an Actor voice prefix *men-* in Northern Alta (as in *men-’aral* ‘to study’), we had originally not understood the rules of assimilation it undergoes when it is attached to a root (see §3.2.1.1). Consequently, this form is sometimes represented as *me’aral* in the practical orthography (matching its phonetic realization), but it is always represented as /mәn-ʔaral/ in the phonemic representation. In addition, at that point in time we were unable to discriminate geminated glottal stops in the language and sometimes transcribed forms like these as having a single glottal stop (as in *me’aral*).

A second important difference between the practical orthography and the phonemic representation is related to the representation of enclitic particles (§3.1.3). The practical orthography treats most of these particles as separate words (except for some clitics listed below), and thus writes them separated by a blank space. However, in the phonemic tier, they are linked to it with an equal sign. As we can see in the practical orthography tier of Example (2.49), the particle =d is written next to the host (*inebided*, ‘he said it’), while the
Adverb =man and the Demonstrative =yay are separated by blank spaces in the practical orthography. The three enclitics are however represented as part of a single phonological word in the phonemic representation, in which they are preceded by an equal sign. The list below shows the rules followed in the representation of these enclitics:

1) enclitic particles that are represented using more than one character in the practical orthography are written as separate words
2) the first person singular Absolutive Pronoun e'/=eʔ/ is written as a separate word
3) the /=m/ allomorph of the second person singular Genitive Pronoun is written next to the host or preceding enclitic without any space
4) the Adverb /=d/ is written next to the host or preceding enclitic without any space
5) the /=i/ allomorph of the specificity particle is represented as –i (preceded by a hyphen) and is written next to the host or preceding enclitic without any space
6) the Adverb /=Ce/ ‘already’ is written next to the host or preceding enclitic without any space.

2.4.2 Some inconsistencies in the orthography

The practical orthography shows a number of inconsistencies which are listed below, and which should be taken into consideration by future users of the corpus of annotated recordings when running searches in ELAN.

a) the specificity particle =i. is most frequently represented as –i (linked to its host or to the preceding enclitic with a hyphen), but in some occasions we also represented it as ‘i (thus preceded by an apostrophe), or wrote it directly after its host or preceding enclitic, without any space. For example, it is possible to find three different representations of the phonological word pulab=i ‘the afternoon’, these are pulabi, pulab’i and pulab-i
b) the first person singular Absolutive Pronoun e’/=eʔ/ is generally written as a separate word, but in some examples it is written next to the host or preceding enclitic without any spaces
c) the Adverb dla /=dla/ ‘just’ is sometimes treated as two separate enclitics and in these cases, it is represented as d la
d) the geminating consonant in the Adverb /=Ca/ is sometimes not represented
e) although the practical orthography is generally closer to a phonetic representation, some transcriptions are closer to a phonemic representation. Thus, the form
inebbided appearing in (2.49) above is sometimes represented as inibidded reflecting the underlying phoneme /ɨ/, instead of the surface realization

f) the /a/ in prefixes /mәn-/ /mәŋ-/ /mәŋi-/ /mәe-/ /pәn-/ /pәŋ-/ and /pәŋi-/ is sometimes freely realized as /a/ (see §2.2.1.4). Thus, these prefixes are sometimes represented as man-, mang-, mangi-, ma-, pan-, pang- and pangi- in the ELAN corpus of annotations

g) some recordings were transcribed by the young trainee Maebell Fernandez in ELAN. As mentionned in §2.4, we did not provide the trainee with any orthographic rules. Due to this fact, recordings (500 - 515) show her own transcription method with its respective inconsistencies.
3. Morphology

Section 3.1 introduces to the morphological units, roots, affixes and clitics and their relation to word classes.

Section 3.2 deals with the most frequent morpho-phonological processes that appear when attaching affixes and clitics to roots or stems. Some of these changes are the result of derivational processes, as in the case of voice-aspect affixes, others occur across word boundaries (Specificity Marker =i, enclitic Adverbs, question particle =bat) and some across constituent boundaries (enclitic Personal Pronouns). Finally Section 3.2.8 provides a table of the different reduplication patterns that can be observed in the language.

3.1 Introduction: Morphological units

Northern Alta is an agglutinative language in the sense that words are formed by concatenation of morphemes (roots, affixes and clitics) which remain mostly unchanged after concatenation.

In the following example, the utterance *menbelon e’ namud* comprises the following morphemes: the lexical root *belon* ‘provision’, the active voice prefix *men*- and two enclitics, the first person singular Absolutive Pronoun =e’, and the Adverb =namud ‘just’:

(3.1)  

*menbelon e’ namud*  
[mɛmbә lәnәʔ, namud]  
/mɛn-belun=әʔ=namud/  
AV-provision=1s.ABS=just  
‘I just pack food (for the field)’ (19.07)

The morphemes *belon*, *e’* and *namud* remain unchanged, allowing us to segment the word by using hyphens to mark affix boundaries and equal signs for clitics. Only one morpheme, the prefix *men*- , undergoes a change in its shape, being realized as *mem*- , a change triggered by the first consonant of the root *belon*. Finally, the meaning of the form *menbelone’ namud* can be deducted by adding the meaning of its components, which keep a relationship of one to one between meaning and form.
Northern Alta, can also be characterized as synthetic, given that it includes a large number of morphemes per word.

### 3.1.1 Roots and stems

Free roots include words such as *gandá* ‘beauty’, *hirap* ‘hardship’ and *polung* ‘word, language’. Free roots can also receive voice affixes to derive forms such as *megandá* ‘be beautiful’, *mahirap* ‘be hard’ or *menpolung* ‘to speak’.

Bound roots like *eg'ang* /ʔәɡʔәŋ/ ‘go’ or *sdep* /sdәp/ ‘enter’ only appear in combination with other affixes resulting in forms like the ones presented in (3.2):

\[
\begin{align*}
(3.2) & \quad \text{mә-} /\text{ʔәɡʔәŋ}/ & \rightarrow /\text{mәʔәɡʔәŋ}/ \quad \text{‘to be able to leave’} \\
& \quad \text{<um>} /\text{sdep}/ & \rightarrow /\text{sumdәp}/ \quad \text{‘to enter, to start working’}
\end{align*}
\]

A stem can also act as a base and combine with other affixes to form new words. In the examples below, the stems /meʔegʔәŋ/ and /sumdәp/ combine with the perfective <in> infix:

\[
\begin{align*}
& \quad \text{<in>} /\text{mәʔегʔәŋ}/ & \rightarrow /\text{minәʔегʔәŋ}/ \quad \text{‘to have been able to leave’} \\
& \quad \text{<in>} /\text{sumdәp}/ & \rightarrow /\text{sinumdәp}/ \quad \text{‘entered, started working’}
\end{align*}
\]

Thus, both roots and stems can be used as bases for word formation.

### 3.1.2 Affixes

As shown in Table 3.1, Northern Alta has the following four types of affixes:

<table>
<thead>
<tr>
<th>Type of affix</th>
<th>Affix</th>
<th>Base</th>
<th>Derived form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>/mә-/</td>
<td><em>ganda</em> /ganda/ ‘beauty’</td>
<td><em>maganda</em> /meganda/ ‘beautiful’</td>
</tr>
<tr>
<td>Suffix</td>
<td>/әn/</td>
<td><em>alap</em> /ʔәlap/ ‘act of taking’</td>
<td><em>alapen</em> /ʔәlapen/ ‘to be caught’</td>
</tr>
<tr>
<td>Infix</td>
<td>/&lt;um&gt;/</td>
<td><em>eg'ang</em> /ʔәɡʔәŋ/ ‘act of going’</td>
<td><em>umeg'ang</em> /ʔәmegʔәŋ/ ‘to go’</td>
</tr>
<tr>
<td>Circumfix</td>
<td>/mә-.....-әn/</td>
<td><em>tanod</em> /tanud/ ‘act of waiting’</td>
<td><em>metanodan</em> /metanudan ‘be able to wait for’</td>
</tr>
</tbody>
</table>
3.1.3 Clitics

Clitics are a common phenomenon in Philippine languages (see Schachter & Otanes, 1972 p.183, Himmelmann, 2005, p355 or Rubino, 2005, p.330). Due to time constraints it has been impossible to present a comprehensive and systematic description of Northern Alta clitics that would consider all typologically relevant features as outlined in Spencer & Luis (2012).

Northern Alta clitics belong to closed classes and include elements that precede their host (proclitics) and those which follow their host (enclitics).

Table 3.2 Northern Alta clitics

<table>
<thead>
<tr>
<th>Proclitics</th>
<th>Enclitics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Articles (§5.3.1)</td>
<td>• Personal Pronouns (only Absolutive and Genitive sets) (§5.2.1)</td>
</tr>
<tr>
<td>• Linker (§5.3.5)</td>
<td>• Demonstratives (only Absolutive and Locative sets) (§5.2.2)</td>
</tr>
<tr>
<td></td>
<td>• Enclitic Adverbs (§5.4.5.3)</td>
</tr>
<tr>
<td></td>
<td>• Specificity Marker =i (§5.3.3)</td>
</tr>
<tr>
<td></td>
<td>• Plural Marker =si (§5.3.2)</td>
</tr>
</tbody>
</table>

When attached to their hosts, the enclitics may trigger some of the morpho-phonological alternations described in the subsections below. For example, a number of Personal Pronouns or enclitic Adverbs may trigger regressive and progressive assimilation, as described in (§3.2.1.2). The Personal Pronouns 1s.ABS and 3s.GEN, the Enclitic Adverbs =bat or =gul or the Specificity Marker =i may trigger the gemination of the last consonant of the host (§3.2.1.3.1). The Enclitic Adverb =d causes the deletion of the final nasal consonant or diphthong in some Personal Pronouns and Demonstratives (§3.2.2). Finally, the Specificity Marker and certain Personal Pronouns sometimes trigger stress change (§3.2.6) and subsequent vowel lengthening and lowering (§3.2.7.3.2).

Several enclitics may occur attached to a same host, the following example shows a sequence of clitics attached to the preceding voice-marked word. These include the
aspectual particle =d, the contrast Enclitic Adverb =man and the Absolutive distal Demonstrative =jaj:

\[(3.3) \quad \text{inibidded man yay ni Lulia di’en} \]

\[\text{[inibiddedmanjai ni lulja diʔәn]}\]

\[?\langle\text{i-bid=man=jaj}\rangle \quad [ni \text{ lulja} ] \quad [\text{diʔәn}]\]

\[\text{CV<PRF>-say=d=CNTR=DIST.DEM.ABS GEN Lulia 1s.LOC}\]

‘Lulia told me that again’ (nalta83.007)

The example illustrates that contrary to Absolutive and Genitive Pronouns, Locative Pronouns are not clitics (see Table 5.3, §5.2.1), since they appear after Determiner Phrases. Note that the set of Absolutive Demonstratives do not always behave as clitics, see Examples (4.32) and (5.203).

### 3.2 Morpho-phonological processes

#### 3.2.1 Assimilation and gemination

Assimilation may occur at the lexical level, as a result of the affixation of certain prefixes and also as a consequence of liaison. Personal Pronouns may trigger regressive assimilation on the last consonant of their host. Conversely, some Enclitic Adverbs may undergo progressive assimilation when attached to certain hosts. Geminated consonants may appear in boundaries in which the assimilation is total.

#### 3.2.1.1 Assimilation as a result of prefixation

Prefixes such as Active voice /mә\-/, Gerundive /pә\-/, Potentive /mәʔә-\/ and Progressive /ʔeC-\/ undergo regressive assimilation with the first consonant of the root they are prefixed to. The following examples with the prefixes /man-/ and /pәn-/ illustrate this phenomenon:

\[(3.4) \quad /\text{mәn-pәltag}/ \quad [\text{mәm-pәltag}] \text{ ‘to fish underwater’} \]

\[/\text{pәn-pәltag}/ \quad [\text{pәm-pәltag}] \text{ ‘fishing underwater’} \]

\[/\text{mәn-tanәm}/ \quad [\text{mәn-tanәm}] \text{ ‘to plant’} \]

\[/\text{pәn-tanәm}/ \quad [\text{pәn-tanәm}] \text{ ‘planting’} \]
3.2.1.2 Assimilation as a consequence of liaison

3.2.1.2.1 Regressive assimilation

Hosts ending with /n/ may undergo total regressive assimilation when enclitic Personal Pronouns starting with glottal stop are attached to them. Words that often show this type of assimilation include the negative Existential awon, as well as Patient voice -ən words and Locative voice -an words. The enclitics that trigger this type of change include:

- 1s.GEN =ʔu
- 2s.ABS =ʔa
- 1pe.ABS =ʔami
- 1pi.ABS =ʔitam
- 2p.ABS =ʔam

The following examples illustrate this change:

(3.5) awon ‘o budi
[ʔawuʔʔu       budi]  
ʔawun=ʔu   budi
not.exist=1s.GEN want
‘I don’t want’ (E5.02.52)

(3.6) awon ‘ad te malimbuy
[ʔawuʔʔa=d tə malimbui]  
ʔawun=ʔa=d tə malimbuj
not.exist=1s.ABS=already NSP money
‘you don’t have any money left’ (38.29)
(3.7) annolen ‘o siddina
[ʔannuləʔʔu siddina]
ʔannul-ən=ʔu siddina
know-PV=1s.GEN MED.DEM.PL
‘I know them’ (52.81)

3.2.1.2.2 Progressive assimilation

This change concerns two different Enclitic Adverbs: /=Ca/ and bat /=bat/. The Adverb /=Ca/, which assimilates in articulation to the last consonant of the root to which it is attached:

(3.8) awon ne ‘en te malimbuy
[ʔawunməʔi:n te malimbuij]
ʔawun=Cə=ʔin te malimbuj
not.exist=already=PROX.DEM.ABS NSP money
‘there is no money anymore’ (06.02.268)

(3.9) menpulutan am ne
[menpulutaʔʔamme]
mən-pulutan=ʔam=Cə
AV-snack=2p.ABS=already
‘let you guys eat’ (46.26)

(3.10) pag umoli amid mannen, pulabbe
[pag <um>u-li=ʔami=d mannən pulabbə]
pag <AV>u-li=ʔami=d mannən pulab=Cə
when return=1pe.ABS=d again evening=already
when we came back again, it was dark already’ (60.11)

The interrogative bat may undergo total assimilation when attached to hosts that end with /m/:

(3.11) budim bat wadi?
[budimmat wadi]
budi=m=bat wadi
want=1s.GEN=Q younger.sibling
‘do you agree (to quit smoking), brother?’ (21.08)
In addition, the Existential awon and the enclitic bat may mutually assimilate in fast spontaneous speech:

(3.12) ay awon bat?
[ʔaiʔawummat]
ʔajʔawun=bat
INTJ not.exist=Q
‘oh, is it not?’ (63.79)

3.2.1.3 Gemination

Gemination of the last consonant of a root may occur as a result of affixation or liaison, in morpheme boundaries in which the last syllable of a root or host is a closed syllable containing schwa as its nucleus.

On the other side, liaison processes involving Personal Pronouns and Enclitic Adverbs may result in the gemination of their first consonant, as shown in §3.2.1.3.2 below.

3.2.1.3.1 Final consonant gemination

Geminated consonants may appear when adding the affixes -an and -ən to monosyllabic roots that have swha as their nucleus or disyllabic roots in which the last syllable contains schwa as its nucleus:

(3.13) /p/ /sdep/ /-an/ [sədəpˈpan] ‘to enter somewhere’
/d/ /təʔad/ /-an/ [pətəʔadˈdan] ‘to be placed at the bottom of’
/s/ /games/ /-ən/ [gəməʔsən] ‘to pick something’
ʔ/ /giʔeʔ/ /-ən/ [giʔeʔən] ‘to tickle someone’

Consonant gemination after schwa has been reported for other languages of the family such as Inibaloy (Ruffolo, 2004, p.54), and is said to occur in many languages of insular Southeast Asia (Blust, 2013, p.228). However, it does not always occur in Northern Alta. As the table below shows, the root sdep ‘ac of entering’ does not geminate when adding the suffix -an when the base form carries the perfective infix <in>. This is true for all bases in the corpus of the form CVC.CVC, none of which geminate:
Table 3.3 Examples showing no gemination after affixation

<table>
<thead>
<tr>
<th>base</th>
<th>meaning</th>
<th>derived form</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/sin’dәp/</td>
<td>entered</td>
<td>/sinda’pan/</td>
<td>entered somewhere</td>
</tr>
<tr>
<td>/teɡ’tәɡ/</td>
<td>act of</td>
<td>/teɡta’ɡәn/</td>
<td>to crush something</td>
</tr>
<tr>
<td>/ɡәm’ɡәm/</td>
<td>act of</td>
<td>/ɡәmɡә’man/</td>
<td>to grab something</td>
</tr>
</tbody>
</table>

Note that in all cases, stress is attracted to the ultima as a result of the affixation.

Geminates also occur when adding the enclitic Specificity Marker /=i/ to hosts containing a schwa as the nucleus of the last syllable:

\[(3.14)\]

\[
\begin{array}{lcl}
/p/ & /pәnsә’ɡep/ & =i/ \rightarrow /pәnsagep’i/ & \text{‘the fishing at the river’} \\
/t/ & /wa’ɡәt/ & =i/ \rightarrow /wагә’ti/ & \text{‘the water’} \\
/d/ & /ti’әdә/ & =i/ \rightarrow /tiәdә’di/ & \text{‘the foot’} \\
/ʔ/ & /ba’teʔ/ & =i/ \rightarrow /bәteʔ’i/ & \text{‘the writing’} \\
/ʃ/ & /bә’әsә/ & =i/ \rightarrow /bәәsә’si/ & \text{‘the old woman’} \\
/m/ & /ʔә’ɡәmә/ & =i/ \rightarrow /ʔәɡәmә’i/ & \text{‘the ant’} \\
/n/ & /ʔә’naʔәn/ & =i/ \rightarrow /ʔәnaʔә’ni/ & \text{‘the rice’} \\
/ŋ/ & /bә’naŋә/ & =i/ \rightarrow /bәnaŋә’ni/ & \text{‘the river’} \\
/l/ & /tә’әlә/ & =i/ \rightarrow /tәәlә’li/ & \text{‘the wild sugarcane’} \\
/ʔ/ & /ba’teʔ/ & =i/ \rightarrow /bәteʔ’i/ & \text{‘the writing’} \\
\end{array}
\]

As we can see, in all of the examples above stress is also attracted to the last syllable.

Gemination may be also triggered before schwa, if it occurs with the Personal Pronoun 1s.ABS /әʔ/, which may trigger a gemination of the root, when the root ends with a consonant.

\[(3.15)\]

\[
\begin{array}{llll}
\text{ten araw a baik e’} & \text{ten araw a ba’ikkeʔ} & \text{ten araw a ba’ik=ә?} & \text{when I was a child} (44.04) \\
\end{array}
\]

\[(3.16)\]

\[
\begin{array}{llll}
menna’em e’ nen & \end{array}
\]
"I am old now" (38.44)

3.2.1.3.2 Enclitic-initial-consonant gemination

This type of change concerns certain Personal Pronouns as well as Enclitic Adverbs, and consists of the gemination of the first consonant of the enclitic when being attached to a host ending with vowel. The following two examples show how the 3p.GEN Pronoun geminates its initial /d/:

(3.17)  siya sepla budi de’i a mengyari, i’yay
       [sija=sipla  bu,dide’i  a  men-jari  i?jai]
       sija=sipla  budi=de=i  a  men-jari  i?jaj
       3s=still  want=3p.GEN=SPEC  AV-happen
       ‘it is still what they want to happen, that (thing)’ (103.313)

(3.18)  kayadla, inikarga de ti elikopteri
       [kajadla  i?nikargae=de  ti  alikuptir]
       kajadla  i<in>-i-karga=de  ti  alikuptir=i
       however  CV<PRF>-load=3p.GEN  OBL  helicopter=SPEC
       ‘but, they loaded (it) on the helicopter’ (103.239)

The same thing happens with the interrogative clitic bat, when it is attached to another element containing a vowel, the initial /b/ may optionally be geminated:

(3.19)  meiwadde ‘a bat a tanong di’en?
       [maiwad,de?=ab’bat  a  tanun  di?en]
       majwadd= a=bat  a  tanun  di?en
       have=2s.ABS=Q  question
       ‘do you have a question for me?’ (E.06.02.05)

(3.20)  annolen miyu bat?
       [?an,nolenmiyub’bat]
       ?annulen=miju=bat
       know=2p.GEN=Q

59
'do you (pl) know?' (052.111)

Finally, the Enclitic Adverb particle *gul*, shows the same type of gemination:

(3.21) \[ \begin{array}{ll}
\text{ay siya gul nen ay, ehhakoten} \\
\text{[ʔai sijaggul nən ʔai ʔəhhakutən]} \\
\text{ʔaj sija=gul=nən ʔaj ʔəC-hakut-ən} \\
\text{INTJ 3s=emphasis=already PM PRG-carry-PV} \\
\end{array} \]

‘and he will be the one carrying (it)’ (100.582)

### 3.2.2 Final consonant deletion

When followed by the Enclitic Adverb *=d*, the proximal forms of some Demonstratives, which end with the nasal /n/ undergo final consonant. In addition, the first person plural inclusive forms of the Absolutive and Locative Personal Pronouns, both of which end with /m/, also undergo consonant deletion when followed by *=d*. Finally, the distal forms of Locative and Similative Demonstratives, both of which end with the diphtong /aj/, have it realized as [a=d].

(3.22) \[ \begin{array}{ll}
/=\text{sin/} /=\text{d/} \rightarrow [=\text{si=d]} & \text{‘PROX.DEM.LOC’} \\
/=\text{ʔin/} /=\text{d/} \rightarrow [=\text{ʔi=d]} & \text{‘PROX.DEM.ABS’} \\
/=\text{ʔumansin/} /=\text{d/} \rightarrow [=\text{ʔumansi=d]} & \text{‘PROX.DEM.SML’} \\
/=\text{ʔitam/} /=\text{d/} \rightarrow [=\text{ʔita=d]} & \text{‘1pi.ABS’} \\
/=\text{diʔitam/} /=\text{d/} \rightarrow [=\text{diʔita=d]} & \text{‘1pi.LOC’} \\
/=\text{saj/} /=\text{d/} \rightarrow [=\text{sa=d]} & \text{‘DIST.DEM.LOC’} \\
/=\text{ʔumansaj/} /=\text{d/} \rightarrow [=\text{ʔumansa=d]} & \text{‘DIST.DEM.SML’} \\
\end{array} \]

### 3.2.3 Epenthesis

#### 3.2.3.1 Consonant epenthesis

Consonant epenthesis occurs at morpheme boundaries, as for instance, between a root and a suffix such as the Patient, Locative and Conveyance voice suffixes *-an, -en* and *i-*
respectively, or also between a word and an enclitic particle, such as for example the Specificity Marker /=i/, or the enclitic first person Absolutive Pronoun /=әʔ/. The different combinations of vowels may trigger the insertion of a glottal stop following /a/ and /ә/, or a glide: /i/ following /i/, and /w/ following /u/, as shown in Table 3.4.

<table>
<thead>
<tr>
<th>Inserted consonant</th>
<th>Morpheme Boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glottal stop</td>
<td>/a/ + -an/</td>
</tr>
<tr>
<td></td>
<td>/a/ + /=i/</td>
</tr>
<tr>
<td></td>
<td>/a/ + /=әʔ/</td>
</tr>
<tr>
<td></td>
<td>/a/ + /=әʔ/</td>
</tr>
<tr>
<td>/i/ glide</td>
<td>/i/ + -an/</td>
</tr>
<tr>
<td></td>
<td>/i/ + -әn/</td>
</tr>
<tr>
<td></td>
<td>/i/ + /=i/</td>
</tr>
<tr>
<td></td>
<td>/ʔi/- +әʔ/</td>
</tr>
<tr>
<td>/w/ glide</td>
<td>/u/ + -an/</td>
</tr>
<tr>
<td></td>
<td>/u/ + -әn/</td>
</tr>
<tr>
<td></td>
<td>/u/ + /=әʔ/</td>
</tr>
<tr>
<td></td>
<td>/u/ + /=әʔ/</td>
</tr>
</tbody>
</table>

3.2.3.1.1 Glottal stop

As Table 3.6 shows, a glottal stop is inserted between a root that ends with /a/ and the suffix -an:

<table>
<thead>
<tr>
<th>base</th>
<th>meaning</th>
<th>derived form</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/mәtanda(dә)/</td>
<td>'to be able to remember'</td>
<td>/mә-tanda-an/ [mәtandaʔan]</td>
<td>be able to remember something</td>
</tr>
<tr>
<td>/ʔa(laga)/</td>
<td>raise</td>
<td>/ʔa(laga)-an/ [ʔa(laga)?an]</td>
<td>to raise someone</td>
</tr>
</tbody>
</table>

As a result of liaison, a glottal stop is inserted between a word ending with the vowels /a/ or /ә/ and the enclitic Specificity Marker /=i/:
A glottal stop is also inserted between words ending with the vowel /i/ and the Specificity Marker /=i/:\footnote{The expected epenthesis in this context is /j/ glide.}

### Table 3.6 Examples of an epenthetic glottal stop at boundaries between /a/ and /=i/

<table>
<thead>
<tr>
<th>host</th>
<th>Meaning</th>
<th>host and clitic</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/na/</td>
<td>3s.GEN</td>
<td>/na=\ i/</td>
<td>his</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[na’ʔi]</td>
<td></td>
</tr>
<tr>
<td>/ʔal’ta/</td>
<td>Alta</td>
<td>/ʔalta=\ i/</td>
<td>the Alta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[ʔalta’ʔi]</td>
<td></td>
</tr>
<tr>
<td>/pət’ama/</td>
<td>father and son</td>
<td>/pət’ama=\ i/</td>
<td>the father and son</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[pət’ama’ʔi]</td>
<td></td>
</tr>
<tr>
<td>/planu=’da/</td>
<td>a plan of them</td>
<td>/planu=də=\ i/</td>
<td>their plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[planodde’ʔi]</td>
<td></td>
</tr>
</tbody>
</table>

### Table 3.7 Examples of an epenthetic glottal stop at boundaries between /i/ and /=i/

<table>
<thead>
<tr>
<th>host</th>
<th>meaning</th>
<th>host and clitic</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/wa’di/</td>
<td>younger sibling</td>
<td>/wa’di=\ i/</td>
<td>my younger sibling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[wadi’ʔi]</td>
<td></td>
</tr>
<tr>
<td>/bu’di/</td>
<td>want</td>
<td>/bu’di=\ i/</td>
<td>what I want</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[bud’ʔi]</td>
<td></td>
</tr>
</tbody>
</table>

Finally, one instance of a glottal stop inserted between a word ending with /uh/ and the clitic /=i/ was found:

### Table 3.8 Examples of an epenthetic glottal stop at boundaries between /uh/ and /=i/

<table>
<thead>
<tr>
<th>host</th>
<th>meaning</th>
<th>host and clitic</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ʔuluh/</td>
<td>head</td>
<td>/ʔuluh=\ i/</td>
<td>the head</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[ʔu’luʔi]</td>
<td></td>
</tr>
</tbody>
</table>
3.2.3.1.2 /j/ glide

A /j/ glide is inserted between roots that end with /i/ and the suffix /-an/:

<table>
<thead>
<tr>
<th>base</th>
<th>meaning</th>
<th>derived form</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/'gagawi/'</td>
<td>do</td>
<td>/gagawi-an/</td>
<td>to do somewhere</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[.gaga'wijn]</td>
<td></td>
</tr>
<tr>
<td>/'suli/'</td>
<td>return</td>
<td>/suli-an/</td>
<td>to return somewhere</td>
</tr>
<tr>
<td></td>
<td></td>
<td>['sulijan']</td>
<td></td>
</tr>
</tbody>
</table>

The /j/ glide is also inserted between words ending with the vowel /i/ and the Specificity Marker =i:

<table>
<thead>
<tr>
<th>host</th>
<th>meaning</th>
<th>host and clitic</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/'a'naʔ=mi/</td>
<td>our child</td>
<td>/anaʔ=mi=i/</td>
<td>that child of ours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[anaʔmi'ji]</td>
<td></td>
</tr>
<tr>
<td>/'kindi/'</td>
<td>candy</td>
<td>/kindi=i/</td>
<td>the candy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[kɛndi'ji]</td>
<td></td>
</tr>
<tr>
<td>/'ka'pi/'</td>
<td>coffee</td>
<td>/ka'pi=i/</td>
<td>the coffee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[kapɛ'ji]</td>
<td></td>
</tr>
</tbody>
</table>

3.2.3.1.3 /w/ glide

A /w/ glide appears when adding the Patient voice suffix /-an/ or the Locative voice suffix /-an/ to a base that ends with the vowel /u/:

<table>
<thead>
<tr>
<th>base</th>
<th>meaning</th>
<th>derived form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/'halu/'</td>
<td>mix</td>
<td>/ʔaC-halu-әn/</td>
<td>to be mixing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[əh'halu,wən]</td>
<td>something</td>
</tr>
</tbody>
</table>
A /w/ glide is also inserted between hosts that end with the vowel /u/ and the enclitic Specificity Marker /=i/: 

<table>
<thead>
<tr>
<th>host</th>
<th>meaning</th>
<th>host and clitic</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ʔanaʔ=mu/</td>
<td>your child</td>
<td>/ʔanaʔ=mu=i/ [ʔanaʔmu’wi]</td>
<td>that child of yours</td>
</tr>
<tr>
<td>/taʔpu/</td>
<td>summit</td>
<td>/taʔpu’=i/ [taʔpu’wi]</td>
<td>the summit</td>
</tr>
<tr>
<td>/ʔabu’kadu/</td>
<td>lawyer</td>
<td>/ʔabu’kadu,=i/ [ʔabu’kadu,wi]</td>
<td>the lawyer</td>
</tr>
<tr>
<td>/babuira’mu/</td>
<td>wild pig</td>
<td>/ba,bujra’mu=i/ [ba,bujra’muwi]</td>
<td>the wild pig</td>
</tr>
</tbody>
</table>

Finally, /w/ glides are also inserted between a word that ends in /u/ and the 1s.ABS Pronoun /=әʔ/: 

<table>
<thead>
<tr>
<th>host</th>
<th>meaning</th>
<th>host and clitic</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>/may tatlu/</td>
<td>there are four</td>
<td>/may tatlu=әʔ/ [may tatluәʔ]</td>
<td>I have four</td>
</tr>
<tr>
<td>/mentudu/</td>
<td>to teach</td>
<td>/mentudu=әʔ/ [mantuduwaʔ]</td>
<td>I teach</td>
</tr>
</tbody>
</table>

3.2.3.2 Vowel epenthesis

Actor voice <um> words that are derived from certain monosyllabic roots having two consonants in onset position, as for example the roop sdep ‘act of entering’, show an
epenthetic /a/ when inserting the reduplicated consonant of initial C reduplication (indicating progressive aspect, see §7.2.7) in the <um> word.

(3.23) Root: /sdәp/ ‘act of entering’
Affixation: /<um>/ Actor voice infix
Phonemic form: /sumdәp/ ‘to enter’
C reduplication: /sumsdәp/ ‘to be entering’
Phonetic realization: [sumasde]p

The epenthetical schwa appears in order satisfy the syllabic template (see §2.3), which otherwise would be violated by having a sequence of three consonants: the bilabial nasal of the <um> infix and the initial consonants of the root. Other roots undergoing the same kind of alternation include lbut ‘act of boiling’ (as in Example 6.5) and lteg ‘act of swelling’ (as in Example 5.197).

A similar process occurs when attaching the prefix men- to the root lbut ‘act of boil’. In the example below, the nasal of prefix men- is assimilated to the first consonant of the root (as explained in §3.2.1.1), and in this case, an epenthetic schwa is placed between the initial consonant of the root and the second consonant:

(3.24) Root: /lbut/ ‘act of boiling’
Affixation: /<men>/ Actor voice infix
Phonemic form: /menlbut/ ‘to boil’
Phonetic realization: [mellabut]

3.2.4 Nasal substitution

Some examples of nasal substitution can be observed in the corpus. When adding the prefixes /mәŋ-/ or /pәŋ-/ to certain roots starting with a stop, the stop is deleted. As shown in the examples below, nasal substitution happens with b, p, k, g and ?. Thus, Northern Alta would belong to a group of languages in which both voiceless and voiced obstruents may undergo this change (Blust, 2013, p.243). In the case of b, p, g and k, the prefixal coda assimilates to the place of articulation of the following sound and replaces it:

(3.25) Root: /buddә/ ‘blossom’
Affixation: /mәŋ/ Actor voice prefix
Phonemic form: /maŋbuddә/ ‘to blossom’
Phonetic realization with substitution: $[\text{mәmud'dә}]$

(3.26) Root: /peltag/ ‘spear’
Affixation: /mәŋ/ Actor voice prefix
Phonemic form: /mәŋpeltag/ ‘to spear’
Phonetic realization with substitution: $[\text{mәmәl'tag}]$

(3.27) Root: /gastus/ ‘expenses’
Affixation: /pәŋ/ Instrumental prefix
Phonemic form: /pәŋgastos/ ‘used for expenses’
Phonetic realization with substitution: $[\text{pәŋastos}]$

(3.28) Root: /kurinti/ ‘electricity’
Affixation: /pәŋ-/ Instrumental prefix
Phonemic form: /pәŋkurinti/ ‘electric tool’
Phonetic realization with substitution: $[\text{pәŋu'rinti}]$

Roots starting with a glottal stop undergo deletion of the initial consonant as shown below with subsequent assimilation:

(3.29) Root: /ʔatәd/ ‘action of giving’
Affixation: /mәŋ-/ Actor voice prefix
Phonemic form: /mәŋʔatәd/ to give someone
Phonetic realization with substitution: $[\text{ma'ŋatәd}]$

(3.30) Root: /ʔulas/ ‘action of washing’
Affixation: /pәŋ-/ Instrumental prefix
Phonemic form: /pәŋʔulas/ used for washing
Phonetic realization with substitution: $[\text{pa'ңulas}]$

However not all roots starting with glottal stop undergo this process. In the following examples, the glottal stop is not deleted:

(3.31) /ʔinum/ ‘act of drinking’ < $[\text{pәŋʔinum}]$ ‘tool for drinking’
/ʔutʔut/ ‘act of digging’ < $[\text{pәŋʔutʔut}]$ ‘tool for digging’
### 3.2.5 Aphaeresis

A sequence containing voice and aspect prefixes can undergo aphaeresis, which is the loss of one or more sounds at the beginning of a word. For example, the active voice affix <um> and the root alap 'to get':

\[(3.32)\]

**Root:** /ʔalap/  ‘action of getting’
**Affixation:** /<um>/  Active voice infix
**Phonemic form:** /ʔu’malap/  ‘to get’
**Phonetic realization with aphaeresis:** [ˈmalap]

Other examples include:

\[(3.33)\]

/ʔumansin/ 'like this'  \(<\)  [man’sin]
/ʔumansa/ 'like that'  \(<\)  [man’sai]

The Conveyance voice (CV) prefix i- and the perfective aspect infix <in> undergo aphaeresis:

\[(3.34)\]

**Root:** /ʔapus/  ‘action of embracing’
**Affixation:** /ʔi/-  CV
**Affixation:** /<in>/  Perfective infix
**Phonemic form:** /ʔ<in>-i-apus/  ‘embraced someone’
**Phonetic realization with aphaeresis:** [ni’japus]

Other examples of this include:

\[(3.35)\]

lawan ‘leave behind’  \(<\)  /ʔ<in>-i-lawan/ [ni’lawan]  ‘left someone behind’
laga ‘boil’  \(<\)  /ʔ<in>-i-laga/ [ni’laga]  ‘boiled something’

### 3.2.6 Stress change

As discussed in Section 2.2.2, stress may fall on both open and closed ultima syllables, and on open penult and antepenult syllables. If stress falls on an open penult, the syllable nucleus is lengthened.

The position of stress can change as a consequence of affixation or liaison processes. For example, the following affixes and clitics may trigger stress shift:
Table 3.14 Examples of affixes and clitics that can trigger stress shift

<table>
<thead>
<tr>
<th>Type of unit</th>
<th>Example number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affixes</td>
<td></td>
</tr>
<tr>
<td>Patient voice -ә</td>
<td>3.13</td>
</tr>
<tr>
<td>Conveyance voice ?i-</td>
<td>3.39 (tanem)</td>
</tr>
<tr>
<td>Perfective &lt;in&gt;</td>
<td>3.39 (bilay)</td>
</tr>
<tr>
<td>Stative ө-</td>
<td>3.38</td>
</tr>
<tr>
<td>Clitics</td>
<td></td>
</tr>
<tr>
<td>Specificity particle =i</td>
<td>3.14</td>
</tr>
<tr>
<td>(enclitic) Personal Pronouns</td>
<td>3.41</td>
</tr>
</tbody>
</table>

The resulting words may undergo certain morpho-phonological changes, which include vowel syncope, and vowel lengthening. Both changes are explored in the section below.

3.2.7 Vowel changes

3.2.7.1 Schwa syncope

Syncope occurs when adding the suffix -әn to a disyllabic root in which the second syllable is closed and has /ә/ as its nucleus. As a result of the affixation, the derived word undergoes resyllabification (where the original final syllable coda, /t/ in the example below, becomes the onset of the last syllable) and stress shifts to the ultimate syllable. Consequently, the second root-vowel /ә/ is lost:

(3.36)  
Root: / әp/  
Affixation: -ә \( \rightarrow \) PV suffix  
Phonemic form: /әp-ә\( \rightarrow \)  
Phonetic realization with substitution: [әp'tan]

Roots undergoing syncope after affixation of -әn include the following:

<table>
<thead>
<tr>
<th>root</th>
<th>meaning</th>
<th>derived form</th>
<th>meaning</th>
</tr>
</thead>
</table>

Table 3.15 Examples of syncope
Schachter and Otanes (1972, p.286) claim that this phenomenon happens in Tagalog bases that lack penultimate vowel length (Tagalog does not reflect PMP *e as schwa). Blust (2013, p.304) states that unstressed Tagalog vowels can drop between consonants “flanked by vowels (VC_CV)”. Syncope is also attested in Arta, where bases having a long penultimate vowel may not undergo this change, because syncope would result in “superheavy syllables that would violate the eligible syllable structure” (Kimoto 2017, p.128).

In addition to final root-vowels, the first root-vowel (if a schwa) may also undergo syncope in certain words, when affixed with the active voice infix <um>:  

(3.37) Root: /ʔatˈəd/  
Affixation: /-um-/  
Phonemic form: /dumʔəəl/  
Phonetic realization with substitution: [dumʔəəl]

Ruffolo (2004, p.69) identifies syncope in Inibaloy, in both the first and the final vowels of certain roots and provides a number of different factors triggering this change, including frequency of use, syllable structure and stress shift among other things.

### 3.2.7.2 Vowel lengthening

Words carrying stress on the ultima may undergo vowel lengthening after affixation or liaison. If the suffix or enclitic involved does not cause stress shift, the resulting derived word (affixation) or phonological word (liaison) carries stress on the penult (originally the ultima). If the resulting penult is open, the syllable undergoes vowel lengthening:

---

11 There are no examples of the unaffixed root /ʔatəd/ in the corpus. Thus, although it is a valid example of swcha syncope, it is not clear if it undergoes stress shift.
Table 3.16 Examples of vowel lengthening

<table>
<thead>
<tr>
<th>Process</th>
<th>root/host</th>
<th>meaning</th>
<th>derived form/ host and clitic</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affixation (-an suffix)</td>
<td>/tan’ŋap/</td>
<td>accept</td>
<td>/tan’ŋap-an/ [tan’ŋa:p-an]</td>
<td>agreement</td>
</tr>
<tr>
<td>Liaison (specificity enclitic =i)</td>
<td>/si’nag/</td>
<td>day, sun</td>
<td>/si’nagi/ [si’na:g=i]</td>
<td>the sun</td>
</tr>
<tr>
<td></td>
<td>/mas’lub/</td>
<td>flagrant</td>
<td>/mas’lubi/ [mas’lo:b=i]</td>
<td>the good perfume</td>
</tr>
<tr>
<td></td>
<td>/la’ŋit/</td>
<td>sky</td>
<td>/la’ŋit=i/ [la’ŋi:t=i]</td>
<td>the sky</td>
</tr>
</tbody>
</table>

3.2.7.3 Vowel lowering

As a result of affixation or liaison processes, the resulting lengthened /i:/ and /u:/ vowels (see above) are lowered to [ɪ:] and [o:] respectively, if occurring in a position other than ultima.

3.2.7.3.1 Vowel lowering related to affixation

In the example below, the Stative voice prefix me- /mə-/ causes stress shift, moving it one syllable to the left. The resulting form shows an open syllable with /i/ as its nucleus, which is lengthened to [i:] and lowered to [ɪ:]

(3.38) /si’pəl/ [si’pəl] ‘gratitude’
      /mə’sipəl/ [mə’siːpəl] ‘be grateful’\(^{12}\)
      /mi’nasipəl/ [mi’nə:sipəl] ‘was grateful’\(^{13}\)

The instances of infixation of perfective <in> below result in stress shift, causing the lengthening and subsequent lowering of the /i/ and /u/ vowels respectively:

(3.39) /ʔibilaj/ [ʔi’biːlai] ‘to be raised’
      /ʔ<in>ibilaj/ [ʔi’nːibilai] ‘was raised’

\(^{12}\) Another analysis is that the verb ‘be grateful’ has the basic stress, and nominalization moves it one syllable to the right… like in Tagalog. (Lawrence Reid, personal communication, September 2018)

\(^{13}\) The perfective is given here in order to illustrate how the vowel lowering phenomenon does not apply in this context.
/tanәm/ [ta'nam] ‘plant’
/tanәm/ [ʔ'i:ta:nam] ‘to be planted’
/ʔ<in>tanәm/ [ʔin:tanәm] was planted

/ʔi-walaʔ/ [ʔi-'wa:laʔ] ‘to be left behind’
/ʔ<in>i-walaʔ/ [ʔi'n:wa:laʔ] ‘was left behind’

(3.40) /bu'di/ [bu'di] ‘want’
/b<in>udi/ [bi'no:di] ‘wanted’

/ʔaj/ [ʔai] ‘act of going’
/ʔ<um>aj/ [ʔu'mai] ‘to go’
/ʔ<in><um>aj/ [ʔi'no:mai] ‘to have gone’

/tira/ [tira] ‘act of living’
/t<um>ira/ [tumir'a] ‘to live’
/t<in><um>ira/ [ti'no:mira] ‘to have been living’

Note that lengthened /u/ are not always lowered to [o], as happens with /ʔu'bulan/ in Table 3.16 above.

3.2.7.3.2 Vowel lowering related to liaison

In the following example the 1pe.ABS Pronoun =ʔami, attracts stress to the ultima but secondary stress remains on the original ultima syllable, which is now antepenult, triggering lengthening and lowering of /i/: 

(3.41) /mәnла'ti/ [mәnla'ti] ‘to work with rattan’
/mәnlati=ʔa'mi/ [manla,tr:=-ʔa'mi] ‘we work with rattan’

3.2.7.3.3 Other instances of vowel lowering

The form ina /ʔi'na/ ‘mother’ shows the same vowel change when preceded by an Article such as the Genitive /ni/ or the Absolutive /ti/: 

(3.42) /ʔi'na/ [ʔi'na] ‘mother’ (VOC)
The homophonous medial Absolutive Demonstrative *ina /=ʔi'na/* shows the same change, although the alternation has not been investigated in context.

(3.43)  /=ʔi'na/  [=ʔi'na]  ‘that’
/=ʔi'na/  [=ʔi'na]  ‘that’

Although this is not an example of liaison, the 1pi Pronouns (Absolutive and free forms) show a similar change, where the vowel is lowered although not lengthened.

(3.44)  /=ʔi'tam/  [=ʔi'tam]  ‘us’ (1pi.ABS)
/siʔitam/  [siʔɪtam]  ‘us’ (1pi, unmarked)

### 3.2.8 Reduplication

Table 3.17 Lexicalized reduplication

<table>
<thead>
<tr>
<th>Reduplication pattern</th>
<th>Meaning</th>
<th>Example base</th>
<th>Example reduplicated form</th>
<th>Number of different roots per pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexicalized Reduplication</td>
<td>naming (plants)</td>
<td>--</td>
<td>suk-suk /suksuk/ ‘sweet potato’</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>naming (animals)</td>
<td>--</td>
<td>wak-wak /wakwak/ ‘crow’</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>repeated use of instrument</td>
<td>--</td>
<td>gel-gel /gelgel/ ‘act of chopping’</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>repeated use of body part</td>
<td>--</td>
<td>ngal-ngal /ŋalŋal/ ‘to masticate’</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>body part</td>
<td>--</td>
<td>kile-kileh /kilikililh/ ‘armpit’</td>
<td>3</td>
</tr>
<tr>
<td>sound</td>
<td>buy-buy</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>space</td>
<td>dig-dig</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>mon-mon</td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.18 Reduplication patterns

<table>
<thead>
<tr>
<th>Reduplication pattern</th>
<th>Meaning</th>
<th>Example base</th>
<th>Example reduplicated form</th>
<th>Number of different roots per pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full reduplication</td>
<td>plurality</td>
<td>damet</td>
<td>damet-damet</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>/damet/</td>
<td>/damet-damet/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘hand’</td>
<td>‘hands’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>plurality (grouping quantifiers)</td>
<td>salob</td>
<td>salob-salob</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>/salob/</td>
<td>/salob-salob/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘three liters’</td>
<td>‘three by three liters’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>plurality (frequency)</td>
<td>sinag</td>
<td>sinag-sinag</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘day’</td>
<td>/sinag-sinag/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>‘every day’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>repeated use of instrument</td>
<td>sikwat</td>
<td>sikwat-sikwat</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>/sikwat/</td>
<td>/sikwat-sikwat/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘raise something with a lever’</td>
<td>‘to repeatedly raise’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>attenuation</td>
<td>tanem</td>
<td>men-tanem-tanem</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>/tanem/</td>
<td>/men-tanem-tanem/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘act of planting’</td>
<td>‘to do a little planting’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>intensification</td>
<td>budi</td>
<td>budi-budi</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>/budi/</td>
<td>/budi-budi/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘want’</td>
<td>‘really want’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>other</td>
<td>sidde</td>
<td>sidde-sidde=d</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>/sidde/</td>
<td>/sidde-sidde=d/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘them’</td>
<td>‘among them’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>----------------</td>
<td>----------------</td>
<td>--------</td>
</tr>
<tr>
<td>CVCV-</td>
<td>plurality</td>
<td>mudung 'mountain'</td>
<td>mudu-mudung /mudu-muduŋ/ 'mountains'</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>repeated use of instrument</td>
<td>palang 'type of knife'</td>
<td>pala-palang-en /pala-palaŋ-en/ 'to chop something'</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>limitation</td>
<td>si’amí 'us'</td>
<td>si’a-si’amí /siʔa-siʔamí/ 'us only'</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CV-reduplication</td>
<td>intensified</td>
<td>de’el ‘big’</td>
<td>de-de’el /de-deʔel/ 'very big'</td>
</tr>
<tr>
<td></td>
<td>plurality</td>
<td>‘aná’ 'child'</td>
<td>‘a’-’ana’ /ʔa-ʔanaʔ/ 'children'</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>plurality (distributive)</td>
<td>piso ‘Philippine peso’</td>
<td>pi-piso /pi-pisu/ 'one by one'</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>limitation</td>
<td>duwa ‘two’</td>
<td>du-duwa /du-duwa/ 'only two’</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>attenuation</td>
<td>nanih ‘later’</td>
<td>me-na-nanih /me-na-nanih/ 'very soon’</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>progressive</td>
<td>ledep ‘swim underwater’</td>
<td>men-le-ledep /men-li-lidep/ 'be swimming underwater'</td>
<td>5215</td>
</tr>
</tbody>
</table>

---

15 This figure does not represent the total number of different examples but the total number of occurrences of the pattern in the corpus.
4. Basic clauses

The content of this chapter is related to the analysis of word classes and case relations appearing in Chapters 5 and 6 respectively. In order to provide the reader with an overview of the basic structures that can be identified in the language, we present this chapter before the study of word classes and case relations.

Section 4.2 presents the types of phrases that form clauses, and describes their constituent structures and syntactic functions.

Section 4.3 provides a classification of clause types according to the type of phrase that forms the predicate. Clause types are divided into three main types, depending on whether it is a U-word, a V word or an Existential that forms the predicate.

4.1 Introduction

Northern Alta content words can be subclassified depending on whether or not they carry voice marking, a division resulting in two main classes of content words: classes V and U respectively. Although the two classes have different morphosyntactic properties (§5.4.2), both V and U-words may form phrases appearing in predicate function, forming accordingly voice-marked and voice-unmarked predicates.

Since the presence or absence of voice marking determines the semantic role of each case-marked constituent (§6), a first distinction of clause type should be taken into consideration:

1. Clauses with voice-marked predicates
2. Clauses with predicates that are not voice marked

A clause minimally contains a predicate, and one or more arguments. The predicate appears in initial position, and is followed by the arguments. If an element of the clause is topicalized, the predicate does not appear in clause initial position and will be marked, either by the Predicate Marker (PM) ay or by an intonation break:

1. Predicate initial: \([\text{predicate} + \text{arguments}]\)
2. With topic predicate: \([\text{topic} + [\text{PM/pause + predicate}]] + \text{arguments}]\)
In addition to predicate and argument/s, a clause may contain other elements, such as clausal adjuncts, modifiers, complements and topics. The next section deals with the types of constituents that may be found in Northern Alta.

### 4.2 Types of Phrases

A phrase is a group of words that function as a unit, filling one of the clausal slots (predicate, argument, adjunct, modifier, complement, topic). Phrases minimally contain a content word as a lexical head, a Pronoun or a Demonstrative. They may also contain one or more function words. The table below summarizes the main types of phrases in Northern Alta:

<table>
<thead>
<tr>
<th>Name</th>
<th>Definition</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>DP</td>
<td>Determiner Phrase. Phrase introduced by a determiner (Article or Demonstrative) that is marked for case. DPs may be headed by U-words, V-words, Existentials or Locative Pronouns</td>
<td>§4.2.1</td>
</tr>
<tr>
<td>VP</td>
<td>Voice-marked Phrase. Phrase headed by a V-word and not introduced by any Determiner</td>
<td>§4.2.2</td>
</tr>
<tr>
<td>UP</td>
<td>Unmarked Phrase. Phrase headed by a content U-word and not marked by an Article, nor a Preposition, Predicate Marker or Linker.</td>
<td>§4.2.3</td>
</tr>
<tr>
<td>AdvP</td>
<td>Adverbial Phrase. Phrase headed by a Temporal Adverb</td>
<td>§4.2.4</td>
</tr>
<tr>
<td>DemP</td>
<td>Demonstrative Phrase. Phrase formed by a Demonstrative and a modifier</td>
<td>§4.2.5</td>
</tr>
<tr>
<td>Prp</td>
<td>Pronoun Phrase. Phrase formed by a Personal Pronoun and a modifier</td>
<td>§4.2.6</td>
</tr>
<tr>
<td>PP</td>
<td>Prepositional Phrase. Phrase formed by a Preposition governing a DP</td>
<td>§4.2.7</td>
</tr>
<tr>
<td>AyP</td>
<td>Ay Phrase. Phrase that always appears in predicate function, and which is formed by the Predicate Marker ay and another constituent</td>
<td>§4.2.8</td>
</tr>
<tr>
<td>LP</td>
<td>Linker Phrase. Phrase formed by a Linker particle and another constituent</td>
<td>§4.2.9</td>
</tr>
</tbody>
</table>

#### 4.2.1 Determiner Phrases (DPs)

Determiner Phrases are phrases that carry a determiner in the leftmost position of the phrase. The determiner, which may either be an Article (§5.3.1) or a Demonstrative (§5.2.2), marks the DP for case. The determiner is followed by either a U-word (§5.4.3), a V-word (§5.4.4), an Existential (§5.4.6) or a Locative Pronoun (§5.2.1.4). The most basic DP is formed by a determiner and a content word.
In addition, DPs may carry other modifiers at the right boundary of the phrase, such as Specificity Markers (§5.3.3) or Plural Markers (§5.3.4), as well as Personal Pronouns (§5.2.1) and Demonstratives (§5.2.2). These modifiers are dependent on the head the DP, as it can be observed in the examples given in Table 4.5, which shows the constituent structure of Unmarked Phrases (phrases that do not carry an Article), and where the content words that head these UPs carry the same type of modifiers.

The following table summarizes the possible constituent structures of DPs and provides example numbers for each type:

<table>
<thead>
<tr>
<th>Constituent structure of DP</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART + U-word</td>
<td>4.1, 4.2</td>
</tr>
<tr>
<td>ART + U-word + SPEC</td>
<td>3.18</td>
</tr>
<tr>
<td>ART + U-word + PL</td>
<td>5.67</td>
</tr>
<tr>
<td>ART + U-word + SPEC + PL</td>
<td>4.3</td>
</tr>
<tr>
<td>ART + U-word + DEM</td>
<td>7.25</td>
</tr>
<tr>
<td>ART + U-word + GEN.Pronoun</td>
<td>5.140</td>
</tr>
<tr>
<td>ART + U-word + GEN.Pronoun + PL</td>
<td>5.103</td>
</tr>
<tr>
<td>ART + U-word + GEN.Pronoun + SPEC + PL</td>
<td>5.102</td>
</tr>
<tr>
<td>ART + U-word + LP</td>
<td>6.1</td>
</tr>
<tr>
<td>ART + U-word + DP</td>
<td>4.79</td>
</tr>
<tr>
<td>ART + LOC.Pronoun</td>
<td>5.69</td>
</tr>
<tr>
<td>ART + V-word</td>
<td>4.4</td>
</tr>
<tr>
<td>ART + V-word + DP</td>
<td>4.5</td>
</tr>
<tr>
<td>ART + V-word + DP + DP</td>
<td>5.160</td>
</tr>
<tr>
<td>ART + Existential + LP complement</td>
<td>6.120</td>
</tr>
<tr>
<td>DEM + U-word + SPEC</td>
<td>5.46</td>
</tr>
<tr>
<td>DEM + U-word + DP</td>
<td>5.58</td>
</tr>
<tr>
<td>DEM + U-word + SPEC + DEM</td>
<td>5.60, 5.199</td>
</tr>
<tr>
<td>DEM + U-word + GEN.Pronoun + SPEC + LP</td>
<td>5.15</td>
</tr>
</tbody>
</table>

The following examples (4.1 – 4.2) show two DPs headed by U-words, each of them showing different case marking (Absolutive and Genitive cases respectively):
(4.1) lumelbut nen in kaldero
\[l<\text{um}>i-but=n\text{en} \quad [?\text{in} \quad \text{kaldiru}]\]
\(<\text{AV}>\text{RDP-boil}=\text{already} \quad \text{ABS} \quad \text{pot}\)
‘the (content of the) pot is now boiling’ (106.089)

(4.2) aydi, ginuyod nen ni Lettaw
\[?\text{aidi} \quad g<\text{in}>ujud=n\text{en} \quad [\text{ni} \quad \text{littaw}]\]
\(<\text{INTJ} \quad <\text{PRF.PV}>\text{pull}=\text{already} \quad \text{ABS} \quad \text{Lettaw}\)
‘aidi, Lettaw pulled it’ (100.723)

The next example shows a DP marked in the Oblique case by the Article \(ti\). The DP is headed by the U-word \textit{depog ‘carabao’}, and is followed by additional function words, such as the Specificity Marker \(=i\) or the Plural Marker \(=\text{sid}\):

(4.3) isakay e’ nad ti depog-i sid
\[?i-sakaj=a?=na=d \quad [\text{ti} \quad \text{depog}=i=\text{sid}]\]
\(<\text{CV-load}=\text{1s.ABS}=\text{3sGEN}=\text{d} \quad \text{OBL} \quad \text{carabao}=\text{SPEC}=\text{PL}\)
‘he gave me a ride on the carabaos’ (83.238)

DPs may be also headed by V-words, as in Examples (4.4) and (4.5) below. In addition, Example (4.5) shows that V-words functioning as the head of a DP may govern other arguments:

(4.4) siyad yay in mensoli
\[\text{sija}=d=jaj \quad [?\text{in} \quad [\text{men-suli}]]\]
\(3s=d=\text{DIST.DEM.ABS} \quad \text{ABS} \quad \text{AV-return}\)
‘that is the part that grows again’ (95.140) (lit. that is the one that returns)

(4.5) sasa’ano namud a talaga in mennol ti polung mi-i
\[\text{sa-sa}\text{?anu}=\text{namud} \quad \text{?a} \quad \text{talaga}\]
\(<\text{RDP-few}=\text{just} \quad \text{LK} \quad \text{surely}\)
\[[?\text{in} \quad [\text{men-nul} \quad [\text{ti} \quad \text{puluŋ}=\text{mi}=i]]]\]
\(\text{ABS} \quad \text{AV-know} \quad \text{OBL} \quad \text{language}=1\text{p.GEN}=\text{SPEC}\)
‘clearly, there are just a few who know how to speak our language’ (91.1149)
The preceding examples can be analyzed as DPs headed by a V-word, from the perspective of the *syntactic uniformity hypothesis for content words* (Himmelmann, 2008, p.267), which considers that the type of phrase is independent of the word class of the content word (V or U). The author refers to an alternative analysis in which ACTION-words are nominalized when appearing in this position and states that “there is no principled reason to exclude the same analysis for OBJECT-words”, (Himmelmann, 2008, p.268). In this view, the (object-word-headed) DP in (1) could be equally analyzed as [ʔin [kaldirul]] and translated as ‘the one/thing that is a pot’, but this analysis would be “less economical...(as it posits)... an additional (and invisible) layer of structure”. In addition to these two possible analyses, other interpretations of this problem can be found in Kroeger (1998, p.12) or in Reid (2002, p.304).

As several examples show, certain Demonstratives can occupy the same slot as the Article, in the leftmost of the phrase, in which case they function as determiners (see §5.2.2).

As for the possible syntactic functions, Determiner Phrases may appear in argument function as well as in adjunct, predicate, modifier of DP, and, as the next example shows, in topic function:

(4.6) pagka in matam ay may diplet

\[
\begin{align*}
\text{pagka} & \ [\text{ʔin} \ \text{mata}=m] \ \text{ʔaj} \ \text{maj} \ \text{diplét} \\
\text{if} & \ \text{ABS} \ \text{eye}=2s.\text{GEN} \ \text{PM} \ \text{have} \ \text{dirt}
\end{align*}
\]

‘If your eyes have dirt’ (95.263)

The table below summarizes the possible functions of DP’s and provides example numbers for each syntactic function:

<table>
<thead>
<tr>
<th>Syntactic function</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>argument</td>
<td>4.1, 4.2, 4.5</td>
</tr>
<tr>
<td>topic</td>
<td>4.6</td>
</tr>
<tr>
<td>adjunct</td>
<td>4.3, 4.8</td>
</tr>
<tr>
<td>predicate</td>
<td>4.72, 6.21</td>
</tr>
<tr>
<td>modifier of DP</td>
<td>6.42</td>
</tr>
<tr>
<td>complement</td>
<td>6.124</td>
</tr>
</tbody>
</table>
4.2.2 Voice-marked Phrases (VPs)

Voice-marked Phrases are phrases which are headed by a single V-word or a V-word and an Adverb, which function as predicates and which are not marked by a determiner (Article or Demonstrative).

Table 4.4 Voice-marked Phrases

<table>
<thead>
<tr>
<th>Constituent structure</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>single V-word</td>
<td>4.50, 4.51</td>
</tr>
<tr>
<td>V-word + Adv</td>
<td>4.7, 4.8</td>
</tr>
</tbody>
</table>

As the examples below show, V-words always contain a voice affix, such as the Actor voice infix <um> in (4.7) or the AV voice prefix men- in (4.8). In addition, V-words may also inflect for aspect, as it can be seen in (4.7), were the V-word carries the <in> perfective infix. VPs may also contain Adverbs (§5.4.5.2 and §5.4.5.3), such as the =gul in (4.7) or mannen ‘again’ in (4.8):

(4.7)   dinumateng gul sen ti a’a
   [d<in><um>atəŋ=gul]=sin ti ʔaʔa
   d<PRF><AV>arrive=emphasis=PROX.DEM.LOC ABS older.sibling
   ‘(my) sister did come here’ (100.188)

(4.8)   mensolid mannen ti pulab-i
   [man-suli=d=mannen] ti pulab=i
   AV-return=d=again OBL evening=SPEC
   ‘I return again in the evening’ (42.19)

4.2.3 Unmarked Phrases (UPs)

UP are phrases that are headed by a content U-word and not marked by an Article, nor a Preposition, Predicate Marker or Linker. UPs may contain certain function words, such as the specificity particle or the Plural Marker, but are not characterized by any distinctive function word. UPs may also carry other modifiers such as Genitive Pronouns, or LPs and DPs in
modifying function. Table 4.5 provides an overview of the constituent structure of Unmarked Phrases, Table 4.6 below lists the possible syntactic functions of UPs.

Table 4.5 Unmarked Phrases

<table>
<thead>
<tr>
<th>Constituent structure of UP</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>single U-word</td>
<td>4.9, 4.13</td>
</tr>
<tr>
<td>U-word + SPEC</td>
<td>5.132, 5.134, 5.147</td>
</tr>
<tr>
<td>U-word + GEN.pron + DEM</td>
<td>5.217</td>
</tr>
<tr>
<td>U-word + GEN.pron + SPEC</td>
<td>4.9, 5.81</td>
</tr>
<tr>
<td>U-word + GEN.pron + SPEC + PL</td>
<td>4.11</td>
</tr>
<tr>
<td>U-word + PL</td>
<td>5.105</td>
</tr>
<tr>
<td>U-word + PL + LP</td>
<td>5.104</td>
</tr>
<tr>
<td>U-word + SPEC + PL</td>
<td>4.10</td>
</tr>
<tr>
<td>U-word + LP</td>
<td>4.66</td>
</tr>
<tr>
<td>U-word + SPEC + LP</td>
<td>5.32</td>
</tr>
<tr>
<td>U-word + DP</td>
<td>4.12</td>
</tr>
<tr>
<td>U-word + SPEC + DP</td>
<td>5.175</td>
</tr>
<tr>
<td>V-word + SPEC</td>
<td>5.108, 5.117, 5.149</td>
</tr>
</tbody>
</table>

Table 4.6 Functions of Unmarked Phrases

<table>
<thead>
<tr>
<th>Syntactic function</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>predicate</td>
<td>4.9</td>
</tr>
<tr>
<td>topic</td>
<td>4.9</td>
</tr>
<tr>
<td>argument</td>
<td>4.10, 4.11</td>
</tr>
<tr>
<td>complement</td>
<td>4.12, 4.13</td>
</tr>
<tr>
<td>apposition</td>
<td>4.14</td>
</tr>
</tbody>
</table>

The example below shows an example of a UP in topic function, followed by another UP, *alobasa* ‘pumpkin’, which is in predicate function

(4.9) ngadden na’i alobasa

\[\text{[ŋadden=na=i]} \quad \text{[ʔalubasa]}\]

name=3s.GEN=SPEC pumpkin

‘Its name is *alobasa* (pumpkin)’ (94.329)
The two following examples show UPs in argument function, followed by modifiers such as the specificity particle, the Plural Marker or a Genitive Pronoun.

(4.10) hangan Baler matid uldin-i sid
hanŋan balir me-ʔatih=d [uldin=i=sid]
until Baler ST-die=d non.alta=SPEC=PL
‘up until Baler, the Tagalogs would die as well’ (due to the explosions)”
(103.465)

(4.11) ten araw kasi me’hilig magulang miyi sid a men’aliyo
ten ʔaraw kasi me-hilig
OBL day because ST-interest

[magulaŋ=mi=i=sid] ?a men-aliju
parents=1pe.GEN=SPEC=PL LK AV-search

ti gi-ginto=i
OBL RDP-gold=SPEC
‘because back in these days our parents were interested in searching for gold (pieces)’ (103.090)

The following example shows the Unmarked Phrase batug ni asoh-i ‘dog barking’ that functions as a complement and is governed by the V-word ittibeng:

(4.12) awo’od ittibeng batog ni asoh-i
ʔawun=ʔu=d ʔ-i-tibetŋ [batug [ni ʔasuh=ʔi]]
not.exist=1s.GEN=d CV-hear barking GEN dog=SPEC
‘I did not hear the barking of a dog’ (63.119)

Unmarked Phrases may also function as the complement of an Existential predicate. In the next example the Unmarked Phrase apoy ‘fire’, functions as the complement of may:

(4.13) pag may apoy, aydi ta’bowan mi namud
pag [maj [ʔapuj]] ?ajdi ta?bu-an=mi=namud
If have fire INTJ pour-LV=1pe.GEN=just
'If there is a fire, we just pour water on it' (100.640)

UPs can be analyzed as functioning as appositories of other phrases. In the example below, the UP barangay miyi ‘our barangay’ is modifying the Demonstrative Phrase i’en.

(4.14)   essa’paten nad i’en, barangay mi-i
   ?әC-sa?pat-әn=na=d [ʔәiʔin] [baranәi=mi=i]  
   PRG-climb-PV=3s.GEN=d  PROX.DEM  barangay=1pe.GEN=SPEC
 ‘it (the water) will reach our village’ (85.02)
(lit. it would reach this, our barangay)

Alternatively, the constituent formed by the Demonstrative and the UP in the preceding example could also be analyzed as a DP where the Demonstrative occupies the Article slot (see Table 4.2). As explained in §5.2.2, the main reason for analyzing the UP as appositive is the fact that an intonational break appears between the Demonstrative and the UP.

4.2.4 Adverbial Phrases (AdvPs)

Adverbial Phrases are phrases headed by a Temporal Adverb (§5.4.5.1). AdvPs may function as adjuncts or as predicates:

Table 4.7 Adverbial Phrases

<table>
<thead>
<tr>
<th>Form of phrase</th>
<th>Syntactic function</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>single Adv</td>
<td>adjunct</td>
<td>4.15, 4.16</td>
</tr>
<tr>
<td></td>
<td>predicate</td>
<td>4.76</td>
</tr>
<tr>
<td>Adv + LP</td>
<td>adjunct</td>
<td>4.17, 4.55</td>
</tr>
</tbody>
</table>

(4.15)   inomuli hela tempulab
   ?<in><um>uli=hila [tempulab]
   <PRF><AV>return=too yesterday
 ‘She went home yesterday’ (97.147)

(4.16)   nanih ipa’inta' di’aw in salago
   [nanih] ʔi-paʔintaʔ diʔaw ʔin salagu
   later CV-CAU-see=1s.GEN 2s.LOC ABS Salago.plant
‘later, I’ll show you the Salago plant’ (86.368)

(4.17) uuduma o kaya nanih a pulab umay itam
[ʔuuduma] ʔu kaja [nanih [ʔa pulab]] ?<um>aj=ʔitam
tomorrow or thus later LK evening <AV>go=1pi.ABS
‘so we will go tomorrow or later this evening’ (69.089)

4.2.5 Demonstratives and Demonstrative Phrases (DemPs)

Demonstratives inflect for case (§5.2.2) and share certain syntactic functions with case-marked DPs (see Table 5.6). They are free words (as in 4.18 – 4.21) or enclitics (4.22). When they are modified by a Linked Phrase (as in 4.26 – 4.27) we consider them Demonstrative Phrases (DemPs). The table below summarizes the possible forms and functions of Dems and DemPs:

<table>
<thead>
<tr>
<th>Form</th>
<th>Syntactic function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>single Dem</td>
<td>argument</td>
<td>4.22</td>
</tr>
<tr>
<td></td>
<td>predicate</td>
<td>4.18, 4.19, 4.23</td>
</tr>
<tr>
<td></td>
<td>modifier of DP</td>
<td>4.24</td>
</tr>
<tr>
<td></td>
<td>adjunct</td>
<td>4.21</td>
</tr>
<tr>
<td></td>
<td>topic</td>
<td>4.25</td>
</tr>
<tr>
<td>Dem + LP</td>
<td>argument of prepositional predicate</td>
<td>4.35</td>
</tr>
<tr>
<td></td>
<td>adjunct</td>
<td>4.27, 5.227</td>
</tr>
<tr>
<td></td>
<td>topic</td>
<td>4.26</td>
</tr>
</tbody>
</table>

(4.18) ti’say itam, aka
[tiʔsa]=ʔitam ʔaka=ʔ
DIST.DEM.LOC =1pi.ABS older.sibling=1s.GEN
‘let’s go there, my brother’ (94.487)

(4.19) umansina in tanem mo-i
[ʔumansina] ?in tanem=mu=i
MED.DEM.SML ABS plant=2s.GEN=SPEC
'your plant is this big' (93.436) (lit. your plant is like this)

(4.20) pag inikabit ‘o ‘en ti’sen
pag  Is<in>i-ikitabt=ʔu=ʔin  [tiʔsin]
if    CV<PRF>-tie=1s.GEN=PROX.DEM.ABS PROX.DEM.LOC
‘when I tied it here' (104.045)

(4.21) ti’sen mapoled ti Alex
[tiʔsin] ma-puled ti ʔaliks
PROX.DEM.LOC ST-sleep ABS Alex
‘Alex sleeps here' (72.03)

(4.22) ten ginagawi ina, men’aral e’ sepla
ten  g<in>agawi[sʔina]  men-ʔaral=ʔ=sipla
when  <PRF>do=MED.DEM.ABS AV-study=1s.ABS=still
‘when (they) built that, I was still studying’ (100.1039)

(4.23) i’yay in annolen ‘o
MED.DEM ABS know-PV=1s.GEN
‘what I know is this' (52.169)

(4.24) in sanga ni’nay ay puro sela alta
[ʔin  sanja  [niʔnaj]]  ?aj  puru=siła  ?a  ?alta
ABS spouse MED.DEM.GEN PM pure=also LK alta
‘as for his wife, (she) is also pure Alta’ (49.82)

(4.25) i’inay ti Lut
[ʔiʔina]  ?aj  ti  lut
DIST.DEM PM ABS lut
‘as for that one, he is Lut’ (85.628)

(4.26) i’ina a lugar, isay sid menhuli ti usah-i
[ʔiʔina  [ʔa  lugar]]  ?isaj=sid=sina
DIST.DEM LK place be.at=3p.ABS=MED.DEM.LOC
mën-huli ti ?usah=i
AV-hunt OBL deer=SPEC
‘about that place, they hunt the deer there’ (85.036)

(4.27) awon mi minalap ti’sen a parte
?awun=mi m<in>a>ʔalap [tiʔsin [ʔa parti]]
not.exist=1pe.GEN POT.PV<PRF>get PROX.DEM.LOC LK side
‘we were not able to find it, here on this side’ (103.034)

4.2.6 Pronouns and Pronoun Phrases (PrPs)

Pronouns inflect for case (§5.2.1) and share certain syntactic functions with case-marked DPs (see Table 5.2). They are free words (4.29, 4.31, 4.32, 4.33, 4.34) or enclitics (4.28, 4.30). When they are modified, we analyze them as Pronoun Phrases. The table below summarizes the forms and functions of Pronouns and PrPs:

<table>
<thead>
<tr>
<th>Form</th>
<th>Syntactic function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>free Pronoun</td>
<td>predicate</td>
<td>4.29, 4.78</td>
</tr>
<tr>
<td>free Pronoun</td>
<td>argument</td>
<td>6.109</td>
</tr>
<tr>
<td>free Pronoun</td>
<td>adjunct</td>
<td>4.31</td>
</tr>
<tr>
<td>free Pronoun</td>
<td>complement of isay Existential</td>
<td>4.32</td>
</tr>
<tr>
<td>free Pronoun + LP</td>
<td>topic</td>
<td>4.34</td>
</tr>
<tr>
<td>enclitic Pronoun</td>
<td>argument</td>
<td>4.28</td>
</tr>
<tr>
<td>enclitic Pronoun</td>
<td>modifier of DP</td>
<td>4.30</td>
</tr>
</tbody>
</table>

(4.28) ikkabit mo sela sen
ʔi-kabit[=mu]=sila=sin
CV-tie=2s.GEN=also=PROX.DEM.LOC
‘you also tie it here’ (104.490)

(4.29) siya in penhulian de ti usah’i
[sija] ʔin penhulijan=da ti ?usah=i
3s ABS hunting.ground=3p.GEN OBL deer=SPEC
‘this is their hunting ground for deer’ (85.034)

(4.30) magandad in pengarap mo ti ana'-i
me-ganda\textsuperscript{16}=d [ʔin peŋarap=[\textmu]] ti ʔana?=i
ST-beauty=d ABS aspiration=2s.GEN OBL child=SPEC

‘your aspirations for the children are great’ (76.223)

(4.31) mensosoli dla sen di’en
men-su-suli=dla=sin [diʔan]
AV-RDP-return=just=PROX.DEM.LOC 1s.LOC

‘he keeps coming back here, to me’ (77.222)

(4.32) kaya isay di’en ina
kaja [ʔisaj [diʔan]]=ʔina
so be.at 1s.LOC=MED.DEM.ABS

‘sO he (Alex) stays at my place (when he comes to Baler)’ (77.067)

(4.33) siya ay Alta
[sija] ʔaj ʔalta
3s PM alta

‘as for him, he is an Alta’ (100.012)

(4.34) si’etam a Alta isay itam namud ti wagewaget-i
[siʔitam [ʔa ʔalta]] ʔisaj=ʔitam=namud ti wage-waget=i
1pe LK alta be.at=1pi.ABS=just OBL RDP-water=SPEC

‘us, the Alta, we just stay by the rivers’ (91.479)

4.2.7 Prepositional Phrases (PPs)

Prepositional Phrases are formed by a Preposition that governs a DP (4.37), or a Pronoun in the Locative case (4.35, 4.36), or a complement clause (4.38). Table 4.10 below summarizes the syntactic functions of Prepositional Phrases.

<table>
<thead>
<tr>
<th>Form of phrase</th>
<th>Syntactic function</th>
<th>Example</th>
</tr>
</thead>
</table>

\textsuperscript{16} ganda is a Tagalog root, the Alta equivalent is piya /pija/
PREP + DP/Pronoun | predicate | 4.35  
| modifier of DP | 4.36  
| topic | 4.37  
| complement of LK | 4.38  

(4.35) para di’etam i’ina a mudung  
[para [diʔitam]] ʔi’ina a muduŋ  
for 1pi.LOC DIST.DEM LK mountain  
‘that mountain is for us’ (88.371)

(4.36) in plano de para di’ami  
ʔi’in planu=de [para [diʔami]]  
ABS plan=3p.GEN for 1pe.LOC  
‘their plan for us’ (103.230)

(4.37) hangan aseno, anig ti anen=i  
hangən ʔasinu [ʔanig [ti ʔanen=i]]  
until what like OBL rice=SPEC  
‘anything, like (for example) rice’ (85.546)

(4.38) bisad a anig ten mabilay sepla tidyapo tam  
bisa=d ʔa [ʔanig [tən mə-bilaj=sipla]  
NEG=d LK like when ST-life=still  

tidijapu=tam)]])  
parents[ABS]=1pi.GEN  
‘It (the fact that most animals are gone due to the logging operations) is not  
like when our parents were still alive’ (99.564)

4.2.8 Ay Phrases (AyPs)

Ay Phrases (AyPs) are distinguished by the Predicate Marker (PM) ay, a particle that always  
occurs in the leftmost position of the phrase, which marks the predicate when another  
element is fronted. The PM is not obligatory in Alta, as an intonational break may appear  
instead (see Example 4.43).
AyPs always appear in predicate function. The particule ay may be followed by any type of phrase that can appear in predicate function (this includes all phrases types except LPs). The examples below show Ay Phrases headed by a VP (4.39) a UP (4.40), a DP (4.41, 4.42) and a Pronoun (4.43):

<table>
<thead>
<tr>
<th>Form of phrase</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ay + VP</td>
<td>4.39</td>
</tr>
<tr>
<td>ay + U-word</td>
<td>4.40</td>
</tr>
<tr>
<td>ay + ABS.DP</td>
<td>4.41</td>
</tr>
<tr>
<td>ay + GEN.DP</td>
<td>4.42</td>
</tr>
<tr>
<td>ay + LOC.Pronoun</td>
<td>4.43</td>
</tr>
</tbody>
</table>

As the following examples show, AyPs are always preceded by a constituent in topic position:

(4.39) pag si’en ay menla’ad
pag siʔen [ʔaj [mən-laʔad]]
when 1s PM AV-walk
‘when I am the one walking’ (100.908)

(4.40) ien ay Gumamela
ʔiʔin [ʔaj [gumamela]]
PROX.DEM PM gumamela
‘this is the gumamela plant’ (94.010)

(4.41) si’en man ay ti Ino
siʔen=man [ʔaj [ti ʔinu]]
1s=CNTR PM ABS Ino
‘as for me, my name is Ino’ (98.417)

(4.42) i’en ay ni Nene
ʔiʔin [ʔaj [ni ninI]]
PROX.DEM PM GEN Nene
‘this belongs to Nene’ (88.615) (lit. this is of Nene)
The following example, extracted from the last verse of a love song (session 45), shows two juxtaposed clauses, ‘you are mine, I am yours’, with similar constituent structures. A notable difference between the two clauses is that in the first clause there is no ay particle marking the predicate di’en, suggesting that the use of ay is optional

(4.43)  
si’aw di’an, si’en ay di’aw  
siʔaw [diʔen]  siʔen [ʔaj [diʔaw]]  
2s  1s.LOC  1s  PM  2s.LOC  
‘You are mine, I am yours’ (45.01.11)

4.2.9 Linker Phrases (LPs)

Linker Phrases are characterized by the presence of the Linker particle a, which occurs at the left boundary of the phrase. LPs may appear in modifying and complement functions. Table 4.1 below summarizes the different forms and functions of LPs. The table is followed by some examples of LPs.

<table>
<thead>
<tr>
<th>Form of phrase</th>
<th>Syntactic function</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>LK + U-word</td>
<td>complement of quantifier</td>
<td>4.44</td>
</tr>
<tr>
<td></td>
<td>modifier of U-word</td>
<td>4.45, 5.198</td>
</tr>
<tr>
<td></td>
<td>complement of Existential meiwannde</td>
<td>4.46</td>
</tr>
<tr>
<td></td>
<td>modifier of Pronoun</td>
<td>4.47, 5.16</td>
</tr>
<tr>
<td></td>
<td>modifier of Demonstrative</td>
<td>4.27</td>
</tr>
<tr>
<td></td>
<td>modifier of Adverb</td>
<td>4.17</td>
</tr>
<tr>
<td>LK + proper name</td>
<td>modifier of kinship term</td>
<td>5.84, 5.196</td>
</tr>
<tr>
<td>LK + PP</td>
<td>modifier of DP</td>
<td>4.48</td>
</tr>
<tr>
<td></td>
<td>complement of bisa Negator</td>
<td>4.38</td>
</tr>
<tr>
<td>LK + complement clause with V-marked predicate</td>
<td>complement of stative predicate</td>
<td>4.49</td>
</tr>
<tr>
<td></td>
<td>modifier of U-word heading a UP</td>
<td>5.15</td>
</tr>
<tr>
<td>LK + DEM</td>
<td>modifier of U-word heading a DP</td>
<td>5.32, 5.65</td>
</tr>
<tr>
<td>LK + Adv</td>
<td>modifier of predicate</td>
<td>4.5, 6.65</td>
</tr>
<tr>
<td>LK + VP</td>
<td>modifier of U-word</td>
<td>5.155</td>
</tr>
<tr>
<td></td>
<td>complement of V-word</td>
<td>5.4</td>
</tr>
</tbody>
</table>
complement of irregular content word 5.229
complement of Existential meiwadde 5.18
complement of stative predicate 5.28
modifier of predicate 5.146

<table>
<thead>
<tr>
<th>LK + Existential</th>
<th>complement of irregular content word</th>
<th>5.228</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>modifier of DP</td>
<td>5.100</td>
</tr>
</tbody>
</table>

(4.44) in e'lan a set na
\[\text{?in} \ \text{?әʔlan} \ [?a \ \text{sit=na}]\]
ABS all LK thorn=3s.GEN
‘all the thorns’ (100.544)

(4.45) in wadi tam a bunso’
\[\text{?in} \ \text{wadi=tam} \ [?a \ \text{bunsu?}]\]
ABS younger.sibling=1pi.GEN LK youngest.son
‘our youngest sibling’ (100.060) (lit. our brother the youngest)

(4.46) maiwadde a antipara sid
majuwade [?a antipara][=sid]
have LK goggles=3p.ABS
‘They have goggles’ (69.163)

(4.47) ellebe’en mi a ti Rose
\[?әC-әbeәʔ-әn=[mi \ \text{?a} \ [\text{ti} \ \text{rus}]]\]
PRG-pound-PV=1pe.GEN LK ABS Rose
‘We were pounding (rice) with Rose’ (76.390)

(4.48) menhuli ti i’an-i a anig nidden
\[\text{mә-huli} \ \text{[ti} \ \text{?iʔan=i} \ [?a \ [?anig \ \text{[nidden]]}]\]
AV-catch OBL fish=SPEC LK like MED.DEM.GEN.PL
‘They catch fish like these ones’ (69.181)

(4.49) saka mebi’et sid a mengagawi ti delan ni lati-i ti’sina waget-i
\[\text{saka} \ \text{mә-biʔәt=sid} \ [?a \ [\text{mәn-gagawi} \ \text{ti}]]\]
also ST-laziness=3p.ABS LK AV-do OBL
and they were lazy to clear the way to the rattan (camp) there, by the river’

(86.105) (lit. and they were lazy to make a path to the rattan, there by the river)

4.3 Types of clauses

As described in §4.2, each of the different phrase types may be used in a different range of syntactic functions, but not all constituent types may form predicates. Table 4.13 below lists the constituents that may appear in predicate function. These constituents can be organized in two main groups, depending on whether they carry voice marking or not.

An additional group of words can be distinguished, a group including words like: meiwadde ‘to have, to exist’, may ‘to have, to exist’, awon ‘to not exist’ and isay ‘to be at’. All these U-words belong to a word class of Existentials, which is classified as a subclass of content words. As shown in §4.3.3, clauses with predicates headed by these elements are characterized by the presence of a complement of the Existential appearing inside the predicate, and for this reason they are grouped together.

This classification results in three main clause types: clauses with voice-marked predicates, clauses with predicates that are not marked for voice, and clauses with predicates headed by an Existential:

<table>
<thead>
<tr>
<th>Clause type</th>
<th>Constituent functioning as predicate</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clauses with voice-marked predicates</td>
<td>VP</td>
<td>§4.3.1</td>
</tr>
<tr>
<td>Clauses with voice-unmarked predicates</td>
<td>UP, DP, PP, AdvP, Pron, Dem</td>
<td>§4.3.2</td>
</tr>
<tr>
<td>Clauses with a predicate headed by an Existential</td>
<td>Existential + complement</td>
<td>§4.3.3</td>
</tr>
</tbody>
</table>
The sections below explore each clause type and their subtypes, providing examples for each subtype.

### 4.3.1 Clauses with voice-marked predicates

All voice marked clauses minimally have one argument. Although this argument may be realized by both an Absolutive Phrase or an Unmarked Phrase, we refer to this argument as the Absolutive argument.

Voice-marked predicates assign a particular semantic role to the arguments. Depending on the role assigned to the Absolutive argument, clauses with voice-marked predicates may be divided into two major groups. In general terms, Actor voice clauses assign the actor role to the Absolutive, while undergoer-voice clauses map the Absolutive onto an undergoer macrorole.¹⁷

<table>
<thead>
<tr>
<th>Voice</th>
<th>Subtypes</th>
<th>Form of the Predicate</th>
<th>Gloss</th>
<th>Argument/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor voice clauses</td>
<td>MEN- Predicate</td>
<td>AV-</td>
<td>Absolutive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MENG- Predicate</td>
<td>AV-</td>
<td>Absolutive + Oblique</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt;UM&gt; Predicate</td>
<td>&lt;AV&gt;</td>
<td>Absolutive</td>
<td></td>
</tr>
<tr>
<td>Undergoer voice clauses</td>
<td>Patient voice</td>
<td>-EN Predicate</td>
<td>-PV</td>
<td>Genitive + Absolutive</td>
</tr>
<tr>
<td></td>
<td>Locative voice</td>
<td>-AN Predicate</td>
<td>-LV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conveyance voice</td>
<td>I- Predicate</td>
<td>CV-</td>
<td></td>
</tr>
</tbody>
</table>

#### 4.3.1.1 Actor voice clauses

Actor voice (AV) clauses have a predicate headed by an Actor voice V-word (affixed with either *men*-, *meng*-, or *<um>*). Except for clauses headed by an *<um>* word, AV clauses minimally have one argument. We follow the tradition of referring to this type of clause as an AV clause, since this argument expresses an Actor role.

¹⁷ The usage of terms actor and undergoer in this dissertation are defined in §6.1.1
4.3.1.1.1 Clauses with *men*-predicates

Clauses of this type have a predicate headed by a MEN- V-word, and one Absolutive Absolutive argument:

\[(4.50) \quad \text{mengalaw in duwa a aso} \]

\[
\begin{array}{llll}
\text{AV-play} & \text{ABS} & \text{two} & \text{LK dog} \\
\end{array}
\]

‘the two dogs are playing’ (E05.01.110)

These clauses may also have adjuncts, as the example, which shows a clause with a temporal adjunct marked in the Oblique case.

\[(4.51) \quad \text{menla’ad ami ti papa’as-i} \]

\[
\begin{array}{llll}
\text{AV-walk=1pe.ABS} & \text{OBL} & \text{morning=SPEC} \\
\end{array}
\]

‘we walk in the morning’ (ntalta60.10)

4.3.1.1.2 Clauses with *meng*-predicates

This type of clause has a MENG- headed predicate and two arguments: one argument marked in Absolutive and the other in Oblique case.

\[(4.52) \quad \text{ten araw, mengalap in lella’ay, bebbe’es ti maskada de-i} \]

\[
\begin{array}{llll}
\text{OBL} & \text{day} & \text{AV-get} & \text{ABS} \\
\end{array}
\]

‘back in these days, our old men and women would get their chew’ (95.304)

\[(4.53) \quad \text{mengalap ’a ti apoy} \]

\[
\begin{array}{llll}
\text{AV-get=1s.ABS} & \text{OBL} & \text{firewood} \\
\end{array}
\]

‘get some firewood’ (38.22)

However, as the following example shows, there are examples of clauses with MENG-predicates in which there is no Oblique case-marked argument. The corpus includes
examples of clauses with the MENG- words mengaludu ‘hunt’, mengasawa ‘to get married’ and mengotan ‘to borrow’.

(4.54) menlidep ‘am na, tapos mengaludu
men-lidep=ʔam=na tapus menʔ-aludu
AV-swim=2p.ABS=already then AV-hunt
‘you dive (and fish) now and then hunt’ (wild animals, pig, deer, etc.) (97.80)

4.3.1.3 Clauses with <um> predicates
Clauses with <UM> headed predicates may be without any argument, in which case they are used to describe weather events. The following example shows a clause with the predicate headed by the V-word umudden ‘to rain’, preceded by a temporal adjunct:

(4.55) nanih a dalam um’udden
[nanih ʔa dalam] [ʔ<um>-udden]
later LK evening <AV>RDP-rain
‘it (will) rain later this evening’ (E06.01.11)

<UM> headed clauses may have one argument. The argument may either represent an Actor that is controlling (as in Example 4.56), or not-controlling (as in Example 4.57):

(4.56) baka dumateng nen in uldin hid
baka [d<um>-aten=nan] [ʔin ?uldin=hid]
If <AV>arrive=already ABS non.alta=PL
‘If the Tagalog show up’ (100.530)

(4.57) lumelteg pati in mukha’
[l<um>-l-tag=pati] [ʔin mukha=ʔ]
<AV>RDP-swell=even ABS face=1s.ABS
‘my face was even getting swollen’ (100.365)

4.3.1.2 Undergoer voice clauses
Undergoer-voice clauses have a minimum of two arguments: a Genitive case-marked Actor and an Absolutive undergoer. Each of the subtypes below represents one different kind of voice in that the range of semantic roles expressed by each voice alternation is different. The
The possible semantic roles of Absolutive arguments in Undergoer voice clauses are explored in more detail in §6.2.2.

### 4.3.1.2.1 Patient voice clauses

Patient voice (PV) clauses have a predicate headed by an -EN V-word (a V-word marked by the PV suffix -en):

(4.58)   edpen-en'en ni waget-i ni delat
[ʔәdpәnәn][=ʔin] [ni wagәt=i ni delat]
reach=PV=PROX.DEM.ABS GEN water=SPEC GEN sea
‘the water of the sea reaches it’ (the mountain)’ (109.230)

(4.59)   eg'angen mi in set na
[ʔәgʔaŋәn][=ʔi] [ʔin sit=na]
remove-PV=1pe.GEN ABS thorn=3s.GEN
‘we remove its thorns (of the rattan)’ (100.530)

The possible semantic roles of the Absolutive argument include stimulus, theme and patient. These are explored in Section 6.2.2.1.

### 4.3.1.2.2 Locative voice clauses

Locative voice (LV) clauses have a predicate headed by a V-word marked with the LV suffix -an:

(4.60)   Belen! ma'unad say, tolongan e' mo wadi!
bilin maʔuna=d=saj [tuluŋan][=eʔ][=mu]
Belen say=d=DIST.DEM.LOC help-LV=1s.ABS=2s.GEN
wadi younger.sibling
‘Belen, I said to her, help me sister’ (100.826)

(4.61)   atdan de itam ti oma tami
[ʔәtәd-әn][=dә][=ʔitam] ti ʔuma=tam=i
give-LV=3p.GEN=1pi.ABS OBL farm=1pi.GEN=SPEC
‘they gave us our farm’ (91.823)

LV clauses may assign a number of different semantic roles to the Absolutive argument, in addition to the recipient role (as in the two examples above). Section 6.2.2.2, describes the possible semantic roles expressed by the Absolutive argument.

4.3.1.2.3 Conveyance voice clauses

Conveyance voice (CV) clauses have a predicate headed by an I-V-word:

(4.62)  kayadla, inikarga de ti elikopteri
kajadla  [ʔ<in>i-karga][=da]  [ti  ?ilikuptir=i]
however  CV<PRF>-load=3p.GEN  OBL  helicopter=SPEC
‘but, they loaded (it) on a helicopter’ (103.239)

(4.63)  obra hela a igulay in talbos ni'nina
ʔubra=hila ʔa  [ʔi-gula][ ʔin  talbus  niʔnina]
can=too  LK CV-vegetable ABS  leaf  MED.DEM.GEN
‘(we) can also use its leaves as vegetables (for our meals)’ (94.914)

In this type of clause the Absolutive argument may express the theme role or the instrument role. Examples of the possible semantic roles of Absolutive argument in Conveyance voice clauses are provided in §6.2.2.3.

4.3.2 Clauses with voice-unmarked predicates

This type of clause has a voice-unmarked predicate, which may be formed by one of the constituents shown in Table 4.15 below. All clauses have one argument, which can either be an Absolutive Phrase, or an Unmarked Phrase:

Table 4.15 Voice-unmarked clauses in Northern Alta

<table>
<thead>
<tr>
<th>Form of the predicate</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>UP (Unmarked Phrase)</td>
<td>4.64 - 4.71</td>
</tr>
<tr>
<td>DP (Determiner Phrase)</td>
<td>4.72, 4.73</td>
</tr>
<tr>
<td>PP (Prepositional Phrase)</td>
<td>4.74, 4.75</td>
</tr>
<tr>
<td>AdvP (Adverbial Phrase)</td>
<td>4.76</td>
</tr>
<tr>
<td>PrP (Pronoun)</td>
<td>4.77, 4.78</td>
</tr>
</tbody>
</table>
4.3.2.1 Clauses with an Unmarked Phrase as predicate

Predicates formed by a UP typically predicate a property (4.64 – 4.68) or a quantity (4.69 – 4.71). The examples below have one argument, realized by an Absolutive Phrase (4.64 – 4.70), or by an Unmarked Phrase (4.71):

(4.64) alta' man
[-alta][-?]=man
Alta=1s.ABS=CNTR
‘I am Alta, too’ (98.367)

(4.65) aydi, madi’it e’ mannen
[-aidi] [madi?it][-?]=mannen
INTJ unmarried.girl=1s.ABS=again
‘look at that, I am single again’ (96.029)

(4.66) Decoliat yay a aper
[dikuliat=] [jaj] [-a] [-aper]
Decoliat=DIST.DEM.ABS LK upper
‘that (place) is upper Decoliat’ (75.16)

(4.67) de’el in tama na
[deʔel] [ʔin tama=na]
big ABS wound=3s.GEN
‘his wound is big’ (85.080)

(4.68) o’o, talod ina
[uʔu] [talud][-?=ina]
yes true=MED.DEM.ABS
‘yes, that (the fact that fishing was so nice back in the days) is true’ (76.309)

(4.69) si’ami a limma sela, limma sela in laman
siʔami ?a limma=sila [limma=sila] [ʔin laman]
1pe LK five=also five=also ABS wild.boar
‘and also the five of us, and the wild boars were also five’ (92.364)

(4.70) 
hangan sina a'ado ‘en a prutas
hangan=sina [ʔa -ʔadu=[ʔin] ʔa
until=MED.DEM.LOC RDP-many=PROX.DEM.ABS LK

prutas] 
fruits
‘over here too, there are so many fruits’ (93.859)
(lit. these are the many of the fruit)

(4.71) 
lima a pulo at walo ta'on ‘o-i
[limaʔapulu ʔat walu] [taʔun=ʔu=i]
fifty and eight year=1s.GEN=SPEC
‘I am 58 years old’ (lit. my years are 58)

4.3.2.2 Clauses with a Determiner Phrase as predicate

The following two examples show Determiner Phrases functioning as predicates, in which the DP is marked in the Absolutive case by the in Article.

(4.72) 
i'en ay in uwah, Katakataka
[ʔiʔin] [ʔaj [ʔin ʔuwah katakataka]]
PROX.DEM PM ABS thing katakataka
‘this one is the whatchamacallit, the Katakataka plant’ (nalta94.0097)

(4.73) 
in e'agdeden ten nanih ay in eggagawin miyo ten araw
[ʔin ʔaC-ʔagdad-en ten nanih]
ABS PRG-request-PV OBL later

[ʔaj [ʔin ʔag-gagawi-en=miju ten ʔaraw]]
PM ABS eC-do-PV=2p.GEN OBL days
‘what (you) were requested then is what you would do back in these days’
(63.040)

In addition, as Example (4.42) above shows, Genitive case-marked DPs may also appear in predicate function.
4.3.2.3 Clauses with a Prepositional Phrase as predicate

As shown in §4.2.7, Prepositional Phrases may also appear in predicate function. The following two examples show the Preposition para followed by a Pronoun in Locative case. In (4.74) the Preposition is simply followed by the Locative Pronoun, while in (4.75) it is a Pronoun Phrase that follows the Preposition para. In (4.75) the Prepositional Phrase is preceded by the Predicate Marker ay. Prepositions are presented in Section 5.3.7.

(4.74) \[ \text{para } \text{di’etam } \text{i’ina a mudung} \]
\[
\text{[para } \text{diʔitam]} \quad [\text{iʔi}\text{na } \text{ʔa mudun}] \\
\text{for } 1\text{pi.LOC } \text{MED.DEM } \text{LK mountain} \\
\text{‘that mountain is for us’ (88.371)}
\]

(4.75) \[ \text{in tulong a eggagawin na ay para di etam a Alta} \]
\[
\text{ʔin } \text{tuluŋ } \text{ʔa } \text{ʔeC-gagawi=en=na} \\
\text{ABS } \text{help } \text{LK } \text{PRG-do=PV=3s.GEN} \\
\text{ʔaj } \text{[para } \text{diʔitam } \text{ʔa } \text{ʔalta]} \\
\text{PM } \text{for } 1\text{pi.LOC } \text{LK alta} \\
\text{‘he is helping us, the Alta’} \\
\text{(lit. the help he is doing is for us the Alta) (502.22)}
\]

4.3.2.4 Clauses with an Adverbial Phrase as predicate

(4.76) \[ \text{tempulab ina sigudo} \]
\[
\text{[tempulab]=ʔina] } \text{sigudu} \\
\text{yesterday=MED.DEM.ABS } \text{maybe} \\
\text{‘that (the fact that many fish were caught) was probably yesterday’ (108.52)}
\]

4.3.2.5 Clauses with a Personal Pronoun as predicate

(4.77) \[ \text{ay di’en ‘en, ma’una siya} \]
\[
\text{ʔaj } [\text{diʔen]=ʔin]} \\
\text{intj } 1\text{s.LOC=PROX.DEM.ABS } \text{say=3s.ABS} \\
\text{‘‘this is mine’, she said’ (88.616)}
\]

(4.78) \[ \text{siyad ina in Mapolud} \]
\[
\text{[sija=d=ʔina]} \\
\text{[ʔin mapulud]} \\
\text{100}
4.3.2.6 Clauses with a Demonstrative as predicate

(4.79)  i’en in gamot ti malaria=i
[ʔiʔin] [ʔin gamut ti malaria=ʔi]
PROX.DEM ABS medicine OBL malaria=SPEC
‘the medicine for Malaria is this’ (94.347)

(4.80)  i’ina in tarabaho mi a patsasawa
[ʔiʔina] [ʔin tarabahu=mi ʔa patsasawa]
MED.DEM ABS work=1pe.GEN LK husband.and.wife
‘me and my wife’s job is this’ (49.36)

(4.81)  ay pag ti’say, ay awon ’o budi, addiyo
ʔaj pag [tiʔaj] ʔaj awun=ʔu budi
INTJ if DIST.DEM.LOC PM not.exist=1s.GEN want
ʔaddiju
far
‘if it is there, I don’t want (to go), it’s (too) far’ (86.525)

(4.82)  umansen in pengagawi mid sen
[ʔumansin] [ʔin pengagawi=mi=d=ʔin]
PROX.DEM.SML ABS task=1pe.GEN=d=PROX.DEM.LOC
‘our work here (with rattan) is like this’ (119.60) (lit. our task here is like this)

4.3.3 Clauses with an Existential-headed predicate

Clauses with a predicate headed by an Existential are grouped together on the basis of a common characteristic: the fact that these clauses may show a complement of the Existential within the predicate, which is realized by a specific type of the constituent for each Existential. The constituents forming the complements are shown in the following table:
Table 4.16 Existential clauses

<table>
<thead>
<tr>
<th>Head of the</th>
<th>Gloss</th>
<th>Predicative complement</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Meiwadde</em></td>
<td>have</td>
<td>Linker Phrase (LP)</td>
<td>4.83, 4.84</td>
</tr>
<tr>
<td><em>May</em></td>
<td>have</td>
<td>Unmarked Phrase (UP)</td>
<td>4.85, 4.86</td>
</tr>
<tr>
<td><em>Awon</em></td>
<td>not.exist</td>
<td>Determiner Phrase (DP)</td>
<td>4.87, 4.88, 4.90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U-word</td>
<td>5.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complement clause</td>
<td>4.91, 5.3, 5.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.89</td>
</tr>
<tr>
<td><em>Isay</em></td>
<td>be.at</td>
<td>Locative DP</td>
<td>4.92, 4.93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Locative PrP</td>
<td>4.95, 4.96</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oblique locative phrase</td>
<td>4.94</td>
</tr>
</tbody>
</table>

4.3.3.1 Clauses with *meiwadde* as predicate

Clauses with predicates headed by *meiwadde* have a Linked Phrase functioning as a complement of the Existential. The complement may be omitted if it can be understood from the context. In clauses having zero arguments, the complement expresses an existing entity as in Example (4.83). In clauses having one argument, this argument expresses a possessor and the complement expresses the possessee (4.84).

(4.83)  
meiwadde sep a matapang a sundalo  
[majwadde=sip  [ʔa  matapəŋ  ʔa  sundalu]]  
have=still LK brave LK soldier  
‘there still is a brave soldier’ (46.73)

(4.84)  
meiwadde a antipara sid  
[majwadde  [ʔa  ʔantipara]]=sid  
have LK goggles=3p.ABS  
‘they have goggles’ (69.163)

4.3.3.2 Clauses with *may* as predicate

Clauses with predicates headed by *may* have the complement of the Existential realized by an Unmarked Phrase (UP). As opposed to *meiwadde*, the complement is obligatory. Similar to *meiwadde*, the complement of *may* expresses an existing entity in clauses having zero
arguments, (Example 4.85). In clauses with one argument, the complement expresses a posseesee and the argument expresses the possessor as in (4.86):

(4.85) ma’in may apoy nen ta beli?
ma’in [maj ?apuj=nan] ta beli
why have fire=already LOC home
‘why is there a fire again at home?’ (97.392)

(4.86) at may sundang ‘ad man
ʔat [maj sundan][ʔa]=d=man
and have bol=2s.ABS=d=contrast
‘and you have also a knife’ (52.23)

4.3.3.3 Clauses with awon as predicate

Clauses with predicates headed by awon may have a complement realized by a non-specific DP (i.e., a DP marked by the non-specific te Article). If the clause does not contain any (Absolutive) argument, the complement represents a non-existing entity (4.87). If the clause contains an Absolutive argument, the argument expresses a possessor, and the complement expresses a non-existing posseesee (4.88):

(4.87) ten araw sen kasi, awon te koriente
ten ?araw=sin kasi [ʔawun
OBL day=PROX.DEM.LOC because not.exist
[ʔ kurjinti]]
NSP electricity
‘because back in these days there was no electricity here’ (99.1221)

(4.88) saka awon sid te interes ti tape’i
saka [ʔawun[=sid] [ʔ intiris ti tape?=i]]
and not.exist=3p.ABS NSP profit OBL land=SPEC
‘and they do not have any profit on the land’ (86.200)
(lit. they do not exist (having) any profit on the land)

Clauses with a predicate headed by awon may not contain any complement. In Example (4.89) below, the clause shows one argument, which represents a non-existing entity:
Finally, as Example (4.91) below shows, the complement of *awon* may be formed by a complement clause. In this example, in which pronominal enclitic arguments of the predicate of the complement clause are hosted by *awon*, the complement of the Existential is the complement clause *ettuduwan ti pulung ni alta-i sid* ‘teaching the language of the Alta’:

(4.91)  

awon ‘o sep sid ettoduwan ti pulung ni alta-i sid  
[?awun=u=sip=sid  ?әC-tudu-an  ti puluŋ  
not.exist=1s.GEN=still=3p.ABS  PRG-teach-LV  OBL language  
ni  ?alta=i=sid]  
GEN  alta=SPEC=PL  
‘I am not teaching them the language of the Altas yet’ (60.46)

### 4.3.3.4 Clauses with *isay* as predicate

Clauses with predicates headed by *isay* show a complement realized by a constituent with locative meaning. This constituent can be a Locative DP, as in Examples (4.92, 4.93), an Oblique case-marked DP with locational meaning (4.94), or a Locative case-marked Pronoun (Examples 4.95, 4.96). As all the examples below show, clauses with a predicate headed by *isay*, are different from the rest of the Existential clauses, in that they have one obligatory argument (encoded in the Absolutive case):

(4.92)  
isay ami ta Dibbuluwan  
[?isaj=ami  [ta dubbuluwan]]  
be.at=1pe.ABS  LOC  Dibbuluwan  
104
we are/were in Dibbuluwan' (100.387)

in alapowan na dla, isay ta Cagayan
[ʔin ʔalapuwan=na=dla] [ʔisaj [ta kagajan]]
ABS grandparent=3s.GEN=only be.at LOC Cagayan
‘as for his only grandparent, he is in Cagayan’ (54.36)

in de’el kasi, isay ti disaladi ni’nen
[ʔin ʔeʔel] kasi [ʔisaj [ti disalad=i niʔnin]]
ABS big thus be.at OBL inside=SPEC PROX.DEM.GEN
‘as for the big one, it is located in the inside of this’ (104.129)

halimbawa, isay say in ebut
halimbawa [ʔisaj=[saj]] [ʔin ʔebut]
for.example be.at=REM.DEM.LOC ABS hole
‘for example, the hole is there’ (100.0573)

isay sina ti Loro
[ʔisaj=[sina]] [ti luru]
be.at=MED.LOC ABS Loro
‘Loro is/was there’ (83.247)
5. Word classes

This chapter addresses the issue of the classification and definition of the different types of words. After an introductory table of the current classification (Table 5.1), the different classes of proforms are described in §5.2. Function words are explored in §5.3 and finally, §5.4 deals with the classification of content words and related problems.

5.1 Introduction

In the current classification of words in Northern Alta, we distinguish macro-classes and word classes:

<table>
<thead>
<tr>
<th>Macro-class</th>
<th>Word class</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proforms</td>
<td>Personal Pronouns</td>
<td>§5.2.1</td>
</tr>
<tr>
<td></td>
<td>Demonstratives</td>
<td>§5.2.2</td>
</tr>
<tr>
<td></td>
<td>Interrogative Pronouns</td>
<td>§5.2.3</td>
</tr>
<tr>
<td>Function words</td>
<td>Articles</td>
<td>§5.3.1</td>
</tr>
<tr>
<td></td>
<td>Plural Marker</td>
<td>§5.3.2</td>
</tr>
<tr>
<td></td>
<td>Specificity Marker</td>
<td>§5.3.3</td>
</tr>
<tr>
<td></td>
<td>Predicate Marker</td>
<td>§5.3.4</td>
</tr>
<tr>
<td></td>
<td>Linker</td>
<td>§5.3.5</td>
</tr>
<tr>
<td></td>
<td>Negator</td>
<td>§5.3.6</td>
</tr>
<tr>
<td></td>
<td>Prepositions</td>
<td>§5.3.7</td>
</tr>
<tr>
<td></td>
<td>Coordinate Conjunctions</td>
<td>§5.3.8</td>
</tr>
<tr>
<td></td>
<td>Subordinate Conjunctions</td>
<td>§5.3.9</td>
</tr>
<tr>
<td>Content words</td>
<td>V-words</td>
<td>§5.4.3</td>
</tr>
<tr>
<td></td>
<td>U-words</td>
<td>§5.4.4</td>
</tr>
<tr>
<td></td>
<td>Adverbs</td>
<td>§5.4.5</td>
</tr>
<tr>
<td></td>
<td>Existentials</td>
<td>§5.4.6</td>
</tr>
<tr>
<td></td>
<td>Irregular content words</td>
<td>§5.4.7</td>
</tr>
<tr>
<td></td>
<td>Derived content words</td>
<td>§5.4.8</td>
</tr>
<tr>
<td>Interjections</td>
<td></td>
<td>§5.5</td>
</tr>
</tbody>
</table>
5.2 Proforms

Proforms are words that may fill a constituent slot in a clause without being marked by any Article. Proforms include the following three closed classes: Personal Pronouns, Demonstrative Pronouns and Interrogative Pronouns. Personal Pronouns and Demonstratives share a second property, which is that they inflect for case.

5.2.1 Personal Pronouns

Personal Pronouns are a closed class of words that inflect for case, person and number. They distinguish four cases: Unmarked, Absolutive, Genitive and Locative. While the Unmarked Pronouns function as the topic and the predicate, the three case-marked Pronouns function as arguments in a clause. The Pronouns are not marked by an Article.

As there is no set of Oblique Pronouns, the distribution of Personal Pronouns is not fully aligned with the distribution of case-marked DPs. The table below summarizes the possible functions of Personal Pronouns, and shows the case-marked DPs they may share the same syntactic environment with:

<table>
<thead>
<tr>
<th>Case of Pronouns</th>
<th>Syntactic function of the Pronoun</th>
<th>Examples</th>
<th>Related Phrase-type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unmarked</td>
<td>topic</td>
<td>5.1 – 5.7</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>predicate</td>
<td>5.45, 6.23</td>
<td>Absolutive DP</td>
</tr>
<tr>
<td>Absolutive</td>
<td>argument</td>
<td>5.8 – 5.14</td>
<td>Absolutive DP</td>
</tr>
<tr>
<td>Genitive</td>
<td>argument</td>
<td>5.15 – 5.21</td>
<td>Genitive DP</td>
</tr>
<tr>
<td></td>
<td>modifier</td>
<td>5.22</td>
<td></td>
</tr>
<tr>
<td>Locative</td>
<td>argument</td>
<td>5.23 – 5.29</td>
<td>Locative DP</td>
</tr>
<tr>
<td></td>
<td>adjunct</td>
<td>4.31</td>
<td>Oblique DP</td>
</tr>
<tr>
<td></td>
<td>predicate</td>
<td>4.43</td>
<td>Genitive DP</td>
</tr>
<tr>
<td></td>
<td>complement</td>
<td>4.32</td>
<td>Locative DP</td>
</tr>
</tbody>
</table>
Personal Pronouns show a three-way distinction for both singular and plural numbers. The first person plural further distinguishes between an exclusive and an inclusive Pronoun (see Table 5.3 below). Finally, there are certain fused Pronouns in the language that are exemplified in §5.2.1.5.

### Table 5.3 Personal Pronouns

<table>
<thead>
<tr>
<th></th>
<th>Unmarked (free)</th>
<th>Absolutive (clitic)</th>
<th>Genitive (clitic)</th>
<th>Locative (free)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s</td>
<td>si’en /si’ʔәn/</td>
<td>e’ /=әʔ/</td>
<td>’o / ’ /=ʔu/ , /=ʔ/</td>
<td>di’en /di’ʔәn/</td>
</tr>
<tr>
<td>2s</td>
<td>si’aw /siʔaw/</td>
<td>’a /=ʔa/</td>
<td>mo, m /=mu/ , /=m/</td>
<td>di’aw /diʔaw/</td>
</tr>
<tr>
<td>3s</td>
<td>siya /si’ja/</td>
<td>siya /=si’ja/</td>
<td>na /=na/</td>
<td>diya /di’ja/</td>
</tr>
<tr>
<td>1pe</td>
<td>si’am /siʔami/</td>
<td>ami /=ʔa’mi/</td>
<td>mi /=mi/</td>
<td>di’ami /diʔami/</td>
</tr>
<tr>
<td>1pi</td>
<td>si’etam /siʔitam/</td>
<td>itam /=ʔi’tam/</td>
<td>tam /=tam/</td>
<td>di’etam /diʔitam/</td>
</tr>
<tr>
<td>2p</td>
<td>si’am /siʔam/</td>
<td>am, amyu /=ʔam/ , /=ʔam’ju/</td>
<td>miyu /=miju/</td>
<td>di’am, di’amyu /diʔam/ /diʔamiju/</td>
</tr>
<tr>
<td>3p</td>
<td>sidde /sid’da/</td>
<td>sid, hid /=sid/ , /=hid/</td>
<td>de /=de/</td>
<td>didde /did’da/</td>
</tr>
</tbody>
</table>

### 5.2.1.1 Unmarked Personal Pronouns

The unmarked Personal Pronouns appear in topic function, and as the examples below show, they are followed by an ay Phrase (or alternatively by an intonational break followed by an Unmarked Phrase, as in Example (4.43)). Unmarked Personal Pronouns may also appear in predicate function (Example 6.23).

(5.1) si’en ay papa’as minensanga
siʔәn ʔaj papaʔas m<in>әn-saŋa
1s PM early AV<PRF>-spouse
‘as for me, I got married early’ (39.17)

(5.2) bisa bat si’aw ay Maximino
bisa=bat siʔaw ʔaj maksiminu
'you are a (member of the family) Maximino, aren’t you?’ (52.70)

‘as for her, she did not grow up here’ (98.61)

‘because as for use, we don’t know how to write’ (58.11)

‘if we are the ones that work hard’ (103.498)

‘when you(pl) were still small’ (63.41)

‘if they hunted with dogs’ (69.155)

5.2.1.2 Absolutive Personal Pronouns

Absolutive Personal Pronouns function as arguments in all clause types. Phonologically, they behave as enclitics (as explained in §3.1.3):

‘if they hunted with dogs’ (69.155)
mẹn-bẹlon=ә?=namud  mẹn-la?ad=nәn  ta  tarabahu
AV-provision=1s.ABS=just  AV-walk=already LOC  work
‘I just pack the food and go back to work’ (19.17)

(5.9) umoli ’a agad
ә?<um>uli=ә a?agad
AV-go.back.home=2s.ABS immediately
‘come back home right away’ (52.16)

(5.10) awon, ma’una siya, awon titi, kung awon kiki
ә?awun  ma?una=sija ә?awun  titi
not.exist  say=3s.ABS not.exist  penis
kuŋ ә?awun  kiki
if  not.exist  vagina
‘no, he said, it is neither penis nor vagina’ (14.13)

(5.11) ten baba’ik ami, polung mi-i ay talaga a Alta
ten  ba-ba?ik=әami  puluŋ=mi=i
when  RDP-small=1pe.ABS  language=1pe.GEN=i
ә?aj  talaga ә әalta
PM  surely  LK  Alta
‘when we were very young, our language was indeed Alta’ (44.32)

(5.12) dahil dinum’el itam ti kahirapan-i
dahil  d<in><um>-ә?el=әitam  ti  kahirapan=i
because  <PRF><AV>big=1pi.ABS  LOC  hardship=i
‘because we grew up with hardship’ (103.488)

(5.13) aheno kuwenta-i a maging’ana ta’am amyu
әahino  kuwinta=i ә  magiŋ-әana?=ta?am=әamju
what  account=SPEC  LK  become-child=1s+2p=2p.ABS
‘what is the worth of raising you (pl)?’ (38.45)

(5.14) awon sid mensawa a ume’ay ti’sen di’ami
5.2.1.3 Genitive Personal Pronouns

Genitive Personal Pronouns may appear as the Actor argument in Undergoer voice clauses (Examples 5.15 – 5.21) and may also function as the modifier of a DP in any clause type (Example 22). Phonologically, Genitive Pronouns behave as enclitics (§3.1.3). As in Ilokano (Rubino, 1997, p.56) or Inibaloy (Ruffolo, 2004, p.175), the first and second singular Genitive Pronouns =ʔu/ and =ʔμ/ have the allomorphs =ʔ/ and =ʔμ/, which are used when the preceding syllable ends with a vowel. The first and second person allomorphs appearing after a consonant are shown in Examples (5.15) and (5.16) below, while the post-vocalic allomorphs can be seen in Examples (4.16) and (4.18), and Examples (3.11) and (4.6) respectively.

(5.15) kasi siya dla yay plano de-i a annolen’o
kasi sija=dla=jaj
because 3s=only=DIST.DEM.ABS

planu=dә=i ʔa ʔannul-en=ʔu
plan=3p.GEN=SPEC LK know-PV=1s.GEN
‘because this is the only of their plans I know about’ (103.419)

(5.16) annolen mo bilay mi-i, si’ami a pet’aman
ʔannul-en=ʔμ bilaj=mi=i siʔami ʔa petʔaman
know-PV=2s.GEN life=1pe.GEN=SPEC 1pe LK parents.and.sons
‘you know, our life, of my parents and brothers…’ (39.02)

(5.17) alapen na siden gogo
ʔalap-en=na siden gugu
get-PV=3s.GEN PL.ABS native.shampoo
‘he takes the native shampoos’ (63.200)
113

(5.18) meiwadded man sid a me’alap a laman, siya yay ibenta mi sela
majwadda=d=man=sid a ma’alap ?a laman
have=d=CNTR=3p.ABS ST-get LK wild pig

sija=jaj ?i-binta=mi=sila
3s=DIST.DEM.ABS CV-sell=1pe.GEN=also
‘if they have managed to catch a wild pig, that is what we also would sell’ (61.63)

(5.19) iyated tam man ti aduwani
?i-atad=tam=man ti ?aduwan=i
CV-give=1pi.GEN=CNTR OBL other=i
‘and we share with the others’ (99.1261)

(5.20) tebagen miyu ti polung tam-i
tebag-әn=miju ti puluŋ=tam=i
reply-PV=2p.GEN OBL word=1pi.GEN=SPEC
‘reply (you all) to our questions’ (91.240)

(5.21) inibenta de dya’yay ni dila’i a Puling
?<in>i-binta=de dija?jaj ni dila?i ?a puluŋ
CV<PRF>- sell=3p.GEN now LOC uncle LK Puling
‘they just sold (it) to uncle Puling’ (103.503)

(5.22) ten baba’ik ami, polung mi-i talaga a Alta
ten ba-ba’ik=ами puluŋ=mi=i
when RDP-small=1pe.ABS language=1pe.GEN=i

?aj talaga ?a ?alta
PM surely LK Alta
‘when we were very young, our language was indeed Alta’ (44.32)

5.2.1.4 Locative Personal Pronouns

The Locative set of Personal Pronouns may function as arguments in clauses with bivalent or trivalent predicates (Examples 5.23 – 5.29). In addition they may function as adjuncts that indicate spatial locations (see Example 4.31) and also as predicates in equational clauses, in
which they indicate the possessor (Example 4.43). Finally, they may also function as complements of the Existential /say (Example 5.115). Phonologically, and in contrast to the Absolutive and Genitive sets, Locative Pronouns do not behave as clitics:

(5.23) ma'unad yay di'en: “awon ‘ad mannen menpa’adalam"
maʔuna=d=aj diʔan
say=d=DIST.DEM.ABS 1s.LOC

(?awun=?a=d=mannen man-pa-ʔa-dalam
not.exist=1s.ABS=d=again AV-CAU-ʔ-evening
‘(he) said to me, do not make (us) wait until the evening again’ (52.14)

(5.24) de’el ina a pa-salamat ‘o di’aw Alex
deʔel=ʔina ?a pa-salamat=ʔu diʔaw ?aliks
big=MED.DEM.ABS LK CAU-thank=1s.GEN 2s.LOC Alex
‘I am very thankful to you, Alex’ (20.12)
(lit. big is that of making me thank you Alex)

(5.25) ma’una diya: “umoli itam nen!”
maʔuna dija ?um-uli=ʔitam=nən
say 3s.LOC AV-go.home=1pi.ABS=already
‘I told him “let’s go back home now”’ (53.80)

(5.26) sigudo may isip sid a medu’es di’ami
sigudu maj ?isip=sid ?a me-duʔas diʔami
maybe have thought=3p.ABS LK ST-meanness 1pe.ABS 1pe.LOC
‘maybe they have bad plans for us’ (103.25)

(5.27) umansay minengyari di’etam
ʔumansaj m<in>ʔen-jari diʔitam
DIST.DEM.SML AV<PRF>-happen 1pi.LOC
‘that is how it happened to us’ (88.1148)

(5.28) si’ami ay masaya a tinumangap di’am
siʔami ?aj ma-saja ?a t<in>-um-ʔarap diʔam
1pe PM ST-happiness LK <PRF-AV-agree 2p.LOC
‘as for us, we are happy of having accepted you’ (58.06)

(5.29) aheno in pengarap mo didde?
ʔahinu ʔin peŋarap=mu didde
what ABS ambition=2s.GEN 3p.LOC
‘what is your ambition for them’ (76.56)

5.2.1.5 Fused Pronouns

Fused Pronouns combine a Genitive Pronoun, and the second person singular (5.30), or plural Absolutive (5.31), and also behave as enclitics (§3.1.3). The two Pronouns are shown in Table 5.4 below, and appear in clauses with Patient voice predicates, in which the Genitive Pronoun expresses the actor and the Absolutive Pronoun expresses the undergoer. Alternative forms of Fused Pronouns have not been yet investigated.

<table>
<thead>
<tr>
<th>Person and case</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1pi.GEN + 2s.ABS</td>
<td>=ta’a</td>
</tr>
<tr>
<td></td>
<td>/taʔa/</td>
</tr>
<tr>
<td>1pi.GEN + 2p.ABS</td>
<td>=ta’am</td>
</tr>
<tr>
<td></td>
<td>/taʔam/</td>
</tr>
</tbody>
</table>

(5.30) ma’una siya di’en: “ebbuden ta’a”
maʔuna sija diʔen ʔab-bud-en=taʔa
say 3s.ABS 1s.LOC eC-want-PV=1pi.GEN+2s.ABS
‘he told me “I love you”’ (88.64)

(5.31) ettangapen ta’am a monmon
ʔeC-tangap-en=taʔam ʔa monmon
PRF-agree-PV=1p.GEN+2p.ABS LK entire
‘we definitely accept you (your documentation project)’ (54.07)
(lit. we accept you entirely)
5.2.2 Demonstratives

Demonstratives are a closed class of proforms that inflect for case and distinguish distance. The semantic differences of this distance distinction require further investigation. Demonstratives are glossed in the following way: for all members, the first part of the gloss consists of the degree of distance (PROX, LPROX...), the second part is the word class (DEM), and the third part shows the case (ABS, GEN...). When one of the sets distinguishes number, the gloss PL is added to the plural subset.

**Table 5.5 Demonstratives**

<table>
<thead>
<tr>
<th></th>
<th>Unmarked</th>
<th>Absolutive (ABS)</th>
<th>Genitive (GEN)</th>
<th>Locative (LOC)</th>
<th>Similative (SML)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
<td>Plural (PL)</td>
<td>Singular (ABS)</td>
<td>Plural (PL)</td>
<td>Free</td>
</tr>
<tr>
<td>Proximal (PROX)</td>
<td>i'en /i'enn/ 'this'</td>
<td>siddin /si'din/ 'these'</td>
<td>=e'en /=e'ienn/ 'this'</td>
<td>n'i'nenn /ni'i'nenn/ 'this'</td>
<td>ti'sen /ti'sin/ 'here'</td>
</tr>
<tr>
<td>Less Proximal (LPROX)</td>
<td>i'le /i'le'enn/ 'this'</td>
<td>siddi'e /si'di'enn/ 'these'</td>
<td>=i'le' /=i'le'enn/ 'this'</td>
<td>n'i'ni'le' /ni'i'ni'le'enn/ 'this'</td>
<td>ti'si'e /ti'si'enn/ 'here'</td>
</tr>
<tr>
<td>Medial (MED)</td>
<td>i'ina /i'ina'enn/ 'that'</td>
<td>siddina /si'di'enn/ 'those'</td>
<td>=i'ina' /=i'ina'enn/ 'that'</td>
<td>n'i'nina' /ni'i'nina'enn/ 'that'</td>
<td>ti'sina /ti'si'enn/ 'there'</td>
</tr>
<tr>
<td>Distal (DIST)</td>
<td>i'yay /i'yay'enn/ 'that'</td>
<td>siday /si'day'enn/ 'those'</td>
<td>=yay /=yay'enn/ 'that'</td>
<td>n'i'na'yay /ni'i'na'yay'enn/ 'that'</td>
<td>ti'say /ti'si'enn/ 'there'</td>
</tr>
<tr>
<td>Far Distal (FDIST)</td>
<td>i'ya'i /i'ya'i'enn/ 'that'</td>
<td>--</td>
<td>=ya'i /=ya'i'enn/ 'that'</td>
<td>n'i'na'ya'i /ni'i'na'ya'i'enn/ 'that'</td>
<td>--</td>
</tr>
</tbody>
</table>

All Demonstratives may function as Pronouns, and most sets except the Absolutive and Similative may also function as determiners, appearing in the same position as Articles within a DP (§4.2.1).

There are a number of cases in which it is not clear whether the Demonstrative is functioning as a Pronoun or as a determiner. Example 5.34, which shows a short intonation break between the Demonstrative i'ina and the next element (mudung) may have two possible interpretations: in the first one, the Demonstrative i'ina functions as a Pronoun and is followed by the Unmarked Phrase mudung=i=ina which functions as an appositive modifier of the Demonstrative Pronoun (see Table 4.6). A second possible analysis considers the unit ['ina mudung=i=ina], as a Determiner Phrase in which the Demonstrative functions as

116
determiner, and occupies the same slot as an Article. From a historical perspective, it is possible that the appositional structure [[DEM] + [UP]] is being reanalyzed into a Determiner Phrase [DEM + U-word], causing the grammaticalization of Demonstratives to determiners. From a synchronic perspective, we chose to analyze most of these structures as Determiner Phrases, though we also keep in mind the alternative analysis, as shown in Example (4.14).

In the same way as it happens with Personal Pronouns, the distribution of case-marked Demonstratives is not fully aligned with case-marked DPs. The table below summarizes the syntactic functions of the different case-marked Demonstratives, and shows the Determiner Phrases that may appear in the same syntactic environments:

Table 5.6 Syntactic functions of Demonstratives and related phrase types

<table>
<thead>
<tr>
<th>Case of Demonstratives</th>
<th>Syntactic Function</th>
<th>Example</th>
<th>Related Phrase-type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unmarked</td>
<td>topic</td>
<td>5.33, 5.34, 5.37</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>predicate</td>
<td>5.35, 5.36, 5.40</td>
<td>Absolutive DP</td>
</tr>
<tr>
<td></td>
<td>argument</td>
<td>5.38, 5.39</td>
<td>Absolutive DP</td>
</tr>
<tr>
<td></td>
<td>modifier of DP</td>
<td>5.32</td>
<td>--</td>
</tr>
<tr>
<td>Absolutive</td>
<td>argument</td>
<td>5.41 – 5.45</td>
<td>Absolutive DP</td>
</tr>
<tr>
<td></td>
<td>modifier of DP</td>
<td>5.34</td>
<td></td>
</tr>
<tr>
<td>Genitive</td>
<td>argument</td>
<td>5.47</td>
<td>Genitive DP</td>
</tr>
<tr>
<td></td>
<td>modifier of DP</td>
<td>5.46, 5.48, 5.49</td>
<td></td>
</tr>
<tr>
<td></td>
<td>topic</td>
<td>5.51</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>(complement of the Preposition uman 'like, as')</td>
<td>5.52</td>
<td>Oblique DP</td>
</tr>
<tr>
<td>Locative (free)</td>
<td>adjunct</td>
<td>5.55, 5.56, 5.58</td>
<td>Locative DP</td>
</tr>
<tr>
<td></td>
<td>predicate</td>
<td>5.57</td>
<td></td>
</tr>
<tr>
<td>Locative (enclitics)</td>
<td>adjunct</td>
<td>5.61, 5.63</td>
<td>Locative DP</td>
</tr>
<tr>
<td></td>
<td>complement (of isay)</td>
<td>5.59, 5.60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>argument (distal locative)</td>
<td>5.62</td>
<td>Oblique DP</td>
</tr>
<tr>
<td>Similative</td>
<td>modifier (manner)</td>
<td>5.64, 5.65, 5.68</td>
<td>Oblique DP</td>
</tr>
<tr>
<td></td>
<td>predicate</td>
<td>5.66, 5.67, 4.19</td>
<td></td>
</tr>
</tbody>
</table>

117
5.2.2.1 Unmarked Demonstratives

Unmarked Demonstratives distinguish between singular and plural. Unmarked Demonstratives function as topics (Examples 5.33, 5.34, 5.37 below), as predicates (5.35, 5.36, 5.40), as arguments (5.38, 5.39) and as complements of Linkers (5.32).

5.2.2.1.1 Singular Unmarked Demonstratives

In the example below (5.32) the Demonstrative 'i’en is modifying the DP headed by mudung but it is linked to in a Linked Phrase. This example with a Demonstrative is in contrast with (5.34), in which an enclitic Absolutive Demonstrative is modifying another DP headed by mudung without any Linker.

(5.32) ti’sen dipaning-i ni’nen mudung-i a i’en
tiʔsin dipaniu=i niʔnin
PROX.DEM.LOC other.side=SPEC PROX.DEM.GEN

mudunŋ=i ʔa ʔiʔin
mountain=SPEC LK PROX.DEM
‘here, at the other side of that mountain’ (85.48)

In the next example (5.33), the Unmarked Demonstrative appears in topic function, preceding the predicate headed by the V-word inalap. In this case, no Predicate Marker appears between the Demonstrative and the predicate.

(5.33) iʔi’e inalap ‘o siden kong adidino
ʔiʔiʔi ʔ<in>alap=ʔu=siden kunŋ adidinu
LPROX.DEM <PRF.PV>get=1s.GEN=ABS.PL if wherever
‘as for these, I collect them wherever (nearby the water)’ (94.470)

(5.34) i’ina mudungi ina, isay sina minate’nag in eroplano
ʔiʔina mudunŋ=i=ʔina
MED.DEM mountain=SPEC=MED.DEM.ABS

isai=sina m<in>ε-taʔnag in ʔiruplanu
be.at=MED.DEM.ABS ST<PRF>fall ABS plane
‘that mountain there, there is where the plane crashed’ (103.102)’
In the next two examples (5.35, 5.36), the Unmarked Demonstratives function as predicates, and are followed by DPs.

(5.35) i’yay in engo’an mi a Banur

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DIST.DEM</td>
<td>ABS</td>
<td>PRG-name-LV=1pe.GEN</td>
<td>LK Banur</td>
</tr>
</tbody>
</table>

‘the one we are calling Banur is that one’ (94.500)

(5.36) i’ya’i in gamot man sa-i, aka

<table>
<thead>
<tr>
<th>?i?jaʔi</th>
<th>?in</th>
<th>gamut=man=saʔi</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDIST.DEM</td>
<td>ABS</td>
<td>medicine=CNTR=DIST.LOC</td>
</tr>
</tbody>
</table>

‘the one that is a medicine is that one, my brother’ (93.614)

5.2.2.1.2 Plural Unmarked Demonstratives

Example (5.37) shows an anaphoric Unmarked Demonstrative in topic function.

(5.37) adino sidden inomalang?

<table>
<thead>
<tr>
<th>?adinu siddin</th>
<th>?&lt;in&gt;&lt;um&gt;alaŋ</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROX.DEM.PL</td>
<td>L&lt;PRF&gt;&lt;AV&gt;come-from</td>
</tr>
</tbody>
</table>

‘where are these (children) from?’ (109.259)

As Examples (5.38, 5.39) show, the Unmarked Demonstratives can be modified by a Linker phrase and function as an argument in this form.

(5.38) mengalaw siddi’e a uwah=i lella’ay

<table>
<thead>
<tr>
<th>men-galaw siddiʔi</th>
<th>?a</th>
<th>?uwah=i</th>
<th>la-laʔaj</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV-play LPROX.DEM.PL</td>
<td>LK</td>
<td>thing=SPEC</td>
<td>RDP-old.man</td>
</tr>
</tbody>
</table>

‘these old men are playing’ (109.192)

(5.39) sa’anono dla siddina a beli

<table>
<thead>
<tr>
<th>saʔanu=dla siddina</th>
<th>?a</th>
<th>beli</th>
</tr>
</thead>
<tbody>
<tr>
<td>few=only MED.DEM.PL</td>
<td>LK</td>
<td>house</td>
</tr>
</tbody>
</table>
‘there are just a few of these houses’ (100.1107) (lit. these houses are just a few)

(5.40) inomalong’an ta ibang bansa, sidyay in itanem mi say
?<-in<-<um>alanŋ=an ta ?iba=ŋ\(^{18}\) bansa
<PRF><AV>come.from=QUOT LOC other=LK country

sidjaj ?in ?i-tanem=mi=sai
DIST.DEM.PL ABS CV-plant=1pe.GEN=DIST.DEM.LOC
‘they are said to come from another country, these (bamboos) are the ones we plant here’ (75.68)

5.2.2.2 Absolutive Demonstratives

As Examples (5.41 – 5.45) below show, Absolutive Demonstratives always appear in argument function. Absolutive Demonstratives share the argument function with Unmarked Demonstratives. Absolutive Demonstratives behave as enclitics (§3.1.3).

(5.41) i’en ay alapen mi ‘en
?i?-in ?aj ?alap-әn=mi=?i?in
PROX.DEM PM get-PV=1pe.GEN=PROX.DEM.ABS
‘this is what we get’ (103.347)

(5.42) gumamelad man i’e
gumamela=d=man=?i?i
Gumamela=d=CNTR=LPROX.DEM.ABS
‘and that there is the Gumamela (plant)’ (94.101)

(5.43) pag minlap ded ina
pag m<-in>-ә?alap=da=d=?ina
If POT.PV<PRF>get=3p.GEN=d=MED.DEM.ABS
‘If they catch it’ (103.441)

As shown in some examples in this dissertation, the analysis of the medial Demonstrative =i’ina as an enclitic is not always clear. In Example (4.32), it would be expected to be

\(^{18}\) The word iba and the =ŋ linker here are Tagalog borrowings
attached to the Existential *isay* but instead it follows the Locative Pronoun *di’en*. In Example (5.118) we have represented it as an enclitic but this analysis is problematic since it is appears attached to the Linker particle *a*. Finally, in Example (5.203) it would be expected to be attached to the Existential *awon*, but it is placed again behind the Locative Pronoun *di’en*.

(5.44)  
akkaw ay melasad yay a baye’

?akkaw  ?aj  mә-lasa=d=ja

INTJ  INTJ  ST-taste=d=DIST.DEM.ABS  LK  fish

‘wow, what a tasty baye fish’ (100.132)

(5.45)  
siyad ya’i in pengas’an mi bagay ume’ay ami ta omah

sija=d=ja?i  ?in  peŋas?an=mi

3s=d=FDIST.DEM.ABS  ABS  vehicle?=1pe.GEN

bagaj  ?<um>ә?=a=ami  ta  ?uma

when  <AV>go=1pe.ABS  LOC  farm

‘that is our vehicle when we go to our farm’ (72.22)

5.2.2.3 Genitive Demonstratives

Genitive Demonstratives distinguish between singular and plural. They may function as determiners (Examples 5.47, 5.48, 5.50, 5.51), modifiers (5.46, 5.49, 5.53, 5.54), or as the complement of the Preposition *uman* ‘like ‘as’ (5.52).

5.2.2.3.1 Singular Genitive Demonstratives

(5.46)  
i’en iyan-i ni’nen obra hela ‘en a pen’apsut

?i?in  ?ijan=i  ni?nin

PROX.DEM  fruit=SPEC  PROX.DEM.GEN

?ubra=hila=?in  ?a  pen-ә-apsut

can=also=PROX.DEM.ABS  LK  INST-sour

‘this fruit of it can also be used to make the food sour’ (93.820)

(5.47)  
inlap e’ ni’ni’e, kuyog o’i

<PRF>get=1s.ABS  LPROX.DEM.GEN  friend=1s.GEN=SPEC
‘that friend of mine took me’ (98.346)

(5.48) pero ten dingato ni’nina waget ni Dyabubu-i
piru  ten  dijatu  niʔnina  waget
but  OBL  upstream  MED.DEM.GEN  water

ni  dijabubu=i  maj  salampat=sip
LOC  Dyabubu=SPEC  have  salampat=still
‘but upstream from that water of Dyabubu, there is still Salampat’ (85.267)

(5.49) e”alapen na in karga ni’nay
ʔəC-ʔalap-ən=na  ʔin  karga  niʔnaj
PRF-get-PV=3s.GEN  ABS  charge  DIST.DEM.GEN
‘he is getting the power from there’ (104.159) (lit. he is getting the power of that)

(5.50) aheno in kulay ni’na’i trey-i
ʔahinu  ʔin  kulaj  niʔnaʔi  trej=i
what  ABS  color  FDIST.DEM.GEN  tray=SPEC
‘what is the color of that tray there’? (E06.02.44)

5.2.2.3.2 Plural Genitive Demonstratives

(5.51) kung baga nidden tagalogi, budi de’i ‘a’api ami namud
kuŋbagag  niddin  tagalog=i
if.say  PROX.DEM.GEN.PL  tagalog=SPEC

budi=də=i  ʔa  ʔapi=ami=namud
want=3p.GEN=SPEC  LK  oppress=1pe.ABS=just
‘actually these who are Tagalogs, what they just want is to oppress us’
(103.327)

(5.52) maiwadde a duwa a minahuli, uman niddi’e
majwadde  ʔa  duwa  ʔa  m<in>-ə-huli
have  LK  two  LK  POT.PV<PRF>hunt
5.2.2.4 Locative Demonstratives

Locative Demonstratives form two subsets, each having different phonological status: a free set and a set of enclitics. The functions of each set are different except for the adjunct function, for which both sets can be used. The semantic distinctions of using the free or the clitic forms in adjunct function require further investigation.

5.2.2.4.1 Free Locative Demonstratives

This subset of Locative Demonstratives may appear in adjunct function (Example 5.55, 5.56, 5.58), or in predicate function (5.57):

(5.55) pag mine’ana’ ‘en ti’sen o ti’sina
pag m<in>an-ʔanaʔ=ʔin tiʔsin ʔu
if AV<PRF>-child=PROX.DEM.ABS PROX.DEM.LOC or

\textbf{tiʔsina}

\textbf{MED.DEM.LOC}

‘if it is able to breed here or there’ (94.26)

(5.56) tiʔsi’e, saka tiʔsi’e, li’od mo-i
\begin{tabular}{llll}
\textbf{tiʔsiʔi} & saka & \textbf{tiʔsiʔi} & liʔud=mu=i
\end{tabular}

\textbf{LPROX.DEM.LOC} and \textbf{LPROX.DEM.LOC} back=2s.GEN=SPEC
‘there, and there, behind you’ (94.355)

(5.57) 
ti’say itam, aka

[ti?sa]=?itam
aka=?
DIST.DEM.LOC=1pi.ABS older.sibling=1s.GEN

‘let’s go there, my brother’ (94.487)

(5.58) 
addiyo’ena, ti’sa’i, ta’po ni mudung-i

far=MED.DEM.ABS FDIST.DEM.LOC summit

ni muduŋ=i
GEN mountain=SPEC

‘It (the rattan) is very far, there, on that mountain top’ (119.32)

5.2.2.4.2 Enclitic Locative Demonstratives

Locative Demonstratives may appear in adjunct function (Examples 5.61, 5.63), and in complement function, as a complement governed by the Existential isay ‘be at’ (5.59, 5.60). Finally, the distal Locative form =say may also appear in argument function (sharing this function with an Oblique DP), in clauses with a predicate headed by the bivalent word me’una ‘to say’, as in Example (5.62). Phonologically, Locative Demonstratives behave as enclitics.

(5.59) 
isay sen siya mapoled, ti’sa’i

?isaj=sin=sija me-puləd ti?sa?i
be.at=PROX.DEM.LOC=3s.ABS ST-sleep DIST.LOC

‘here is where he sleeps, and also there (far)’ (72.14)

(5.60) 
pag isay sina mudung-i ina

pag ?isaj=sina muduŋ=i=?ina
if be.at=MED.DEM.LOC mountain=SPEC=MED.DEM.ABS

‘if he is there, on that mountain’ (103.541)

(5.61) 
may delan s’i’e, may delan sina

maj delan=s'i'i maj delan=sina
have path=LPROX.DEM.LOC have path=MED.DEM.LOC
‘there is a way there, (and also) a way there’ (100.268)

(5.62) Belen! ma’unad say, tolongan e’ mo wadi!
bilin maʔuna=d=saj tulunʔ-an=ʔ=mu
Belen say=d=DIst.DEM.LOC help-LV=1s.ABS=2.GEN

wadi
younger.sibling
‘Belen, (!) I said to her, help me sister’ (100.826)

(5.63) saʔut yay ininta saʔi dibut-i
saʔut=jaŋ <in>inta=ʔ=saʔi
first=DIst.DEM.ABS <PRF.PV>see=1s.GEN=FDiST.DEM.LOC

dibut=i
dibut=SPEC
‘I first saw him there, in Dibut’ (99.610)

5.2.2.5 Similative Demonstratives

The set of Similative Demonstratives may appear as complements in Linked Phrases functioning as modifier of predicates (Examples 5.65, 5.68), or in predicate function (5.64, 5.66, 5.67).

The set of Similative Demonstratives might be also analyzed as Prepositional Phrases (PPs) where ‘the Preposition uman’ ‘like, as’ is governing a Locative Phrase realized by the set of enclitic Locative Demonstratives (ex: uman=say ‘like this’). There is some morpho-phonological evidence suggesting that these PPs are currently undergoing lexicalization, namely the aphaeresis process described in §3.2.5 where forms like /ʔumansin/ ‘like this’ and /ʔumansaj/ ‘like that’ are realized as [man’sin] and [man’sai], most likely as a consequence of a rightward stress shift (originally located on the last syllabe of uman /ʔu’man/). However, the fact that a number of other clitics may be placed between the two (Specificity Marker =i, enclitic Adverbs =gul, =sela, =man, =na, =namud, =nen) suggests that the lexicalization process is not complete.

19 The form uman /ʔuman/ is probably related to Alta hearsay particle /ʔan/, to which an <um> infix was added. The form /ʔan/ has cognates in a number of Luzon languages including Bontok (Lawrence Reid, personal communication, August 21, 2017), Casiguran Agta, Dupaningan Agta or Ilokano.
(5.64) pag umansen a minakayasan nen
    pag ?umansin ?a m<in>-kajas-an=nәn
if PROX.DEM.SML LK POT.PV <PRF>-shave=already
‘if (you) can shave (the rattan) like this’ (119.007)

(5.65) pag may tinomubo a umansi’e
    pag maj t<in><um>-ubu ?a ?umansi?i
If have <PRF><AV>-grow LK LPROX.DEM.SML
‘If it has grown this big’ (93.490) (lit. if it has grown like this)

(5.66) umansina in tanem mo-i
    ?umansina ?in tanәm=mu=i
MED.DEM.SML ABS plant=2s.GEN=SPEC
‘your plant is this big’ (93.436) (lit. your plant is like this)

(5.67) umansay polung ni Alta-i dyat’ay
    ?umansaj puluŋ ni ?alta=i dija?jaj
DIST.DEM.SML language GEN alta=SPEC now
‘this is how the language of the Alta is now’ (49.20)

(5.68) mendasal nen a umansa’i
    mәn-dasal=nәn ?a ?umansa?i
AV-pray=already LK FDIST.DEM.SML
‘(he) prayed like that’ (99.616)

5.2.2.6 Tad- Demonstratives

From a pragmatic perspective tad- Demonstratives are used when the speaker is looking for something and eventually finds it. This set of Demonstratives might have developed from a lexicalization of the Locative Article, the =d particle, and the set of Absolutive Demonstratives (=i’e, =ina, =yay). Semantically, the set also shows the distance distinction in the same way as the other Demonstratives.

The syntactic functions of tad- Demonstratives have not been investigated in depth. The examples below suggest that they mostly appear in predicate function, and thus seem to correspond with what Diessel (1999, p.9) describes as identificational demonstratives.
Table 5.7 Tad- Demonstratives

<table>
<thead>
<tr>
<th>Distance</th>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximal</td>
<td>taden /ta’din/</td>
<td>5.69</td>
</tr>
<tr>
<td>Less Proximal</td>
<td>tadi’e /tadiʔi/</td>
<td>5.70</td>
</tr>
<tr>
<td>Medial</td>
<td>tadina /ta’dina/</td>
<td>5.71</td>
</tr>
<tr>
<td>Distal</td>
<td>tadyay /tad’jaj/</td>
<td>5.72</td>
</tr>
<tr>
<td>Far Distal</td>
<td>tadya’i /tadjaʔi/</td>
<td>5.73</td>
</tr>
</tbody>
</table>

(5.69) tadin in di’amiyu

<table>
<thead>
<tr>
<th>tadin</th>
<th>?in</th>
<th>diʔamiju</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROX.DEM</td>
<td>ABS</td>
<td>2p.LOC</td>
</tr>
</tbody>
</table>

‘here is what is yours’ (92.57)

(5.70) tadi’e butol na-i bebbä’ik

| tadiʔi | butul=na=i | ba-baʔi \k
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LPROX.DEM</td>
<td>seed=3s.GEN=SPEC</td>
<td>RDP-small-</td>
</tr>
</tbody>
</table>

‘there, the little seed of it’ (93.425)

(5.71) adip man inalap? tadina-i

<table>
<thead>
<tr>
<th>adinu=d=man</th>
<th>?&gt;&lt;in&gt;alap</th>
</tr>
</thead>
<tbody>
<tr>
<td>where=d=CNTR</td>
<td>&lt;PRF&gt;get</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tadina=i</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED.DEM=SPEC</td>
</tr>
</tbody>
</table>

‘where did you get (it)? it was there’ (95.092)

(5.72) tad yay inesabit nad in kardero na

<table>
<thead>
<tr>
<th>tadaj</th>
<th>?&gt;&lt;in&gt;-i=sabit=na=d</th>
<th>?in kardiru=na</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIST.DEM</td>
<td>CV&lt;PRF&gt;-hang=3s.GEN=d</td>
<td>ABS pot=3s.GEN</td>
</tr>
</tbody>
</table>

‘there, she hung her pot’ (106.7)

(5.73) tadya’i

| tadjaʔi |

127
5.2.3 Interrogative Pronouns

Interrogative Pronouns are a closed class of words occurring in clause initial position in content questions, unless they are preceded by vocatives (5.81) or topicalized elements (5.82). Some Interrogative Pronouns function as hosts of enclitics (5.74, 5.79, 5.80). Finally, as Examples (5.76, 5.80) show, some Interrogatives combine with a Linker Phrase.

<table>
<thead>
<tr>
<th>Interrogative</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>adino /ʔa’dinu/</td>
<td>‘where’</td>
<td>5.74</td>
</tr>
<tr>
<td>aheno /ʔa’hinu/</td>
<td>‘what’</td>
<td>5.75</td>
</tr>
<tr>
<td>anon /ʔanun/</td>
<td>‘why’</td>
<td>5.162</td>
</tr>
<tr>
<td>anompan /ʔa’nnumpan/</td>
<td>‘why’</td>
<td>5.76</td>
</tr>
<tr>
<td>kumusta /kumus’ta/</td>
<td>‘how is’</td>
<td>5.77</td>
</tr>
<tr>
<td>ma’in /maʔin/</td>
<td>‘why’</td>
<td>5.78</td>
</tr>
<tr>
<td>nu’ano /nuʔanu/</td>
<td>‘when’</td>
<td>5.79</td>
</tr>
<tr>
<td>papeno /pa’pinu/</td>
<td>‘how’</td>
<td>5.80</td>
</tr>
<tr>
<td>sa’ano /saʔanu/</td>
<td>‘how many/ much’</td>
<td>5.81</td>
</tr>
<tr>
<td>tiyaheno /tija’hinu/</td>
<td>‘who’</td>
<td>5.82</td>
</tr>
</tbody>
</table>

(5.74) adino ‘ad minenginad?
?adinu=ʔa=d m<in>әn-gina=d
where=2s.ABS=d <PRF>AV-run=d
‘where did you run?’ (99.1006)

(5.75) aheno eggagawin miyo bagay si’am ay may ritual?
ʔahinu ʔәC-gagawi-әn=miju bagaj siʔam ʔaj maj riuwal
what PRG-do-PV=2p.GEN when 2p PM have ritual
‘what do you do when you have a ritual?’ (63.48)

(5.76) anompan a tinongaw nen
ʔanumpan ʔa t<in>uŋaw=nən
why LK <PRF.PV>mite=already
‘why did it get (infested with) mites?’ (92.470)

(5.77) kumusta ‘ad?’
kumusta=ʔa=d
how.are=2s.ABS=d
‘how are you?’ (507.06)

(5.78) ma’in minelined hid?
maʔin m<in>ə-linad=hid
why ST<PRF>-surprise=3s.ABS
‘why were they surprised’ (70.1.14)

(5.79) nu’anό ‘a dinumateng
nuʔanu=ʔa d<in><um>atəŋ
when=2s.ABS <PRF><AV>arrive
‘when did you arrive?’ (08.37)

(5.80) papeno’ sina a ume’ay Di’apinesan saka Gabaldon?
papinu=ʔa=sina ?a ?<um>ə?aj diʔapinisan
how=1s.GEN=MED.DEM.LOC LK <AV>go Dikapinisan

saka gabaldun
and Gabaldon
‘how can I go there, to Dikapinisan and Gabaldon?’ (82.037)

(5.81) si’aw man kumari, sa’ano ana’ mo-i?
siʔaw=man kumari saʔanu ʔana?=mu=i
2s=CNTR godmother20 how.many child=2s.GEN=SPEC
‘and you my dear, how many children do you have?’ (88.201)
(lit. and you my dear, how many children of yours?)

(5.82) ana’ ni Akin, in bunsu, ti aheno gul yad? Ti Lut
ʔanaʔ ni ʔakin ?in bunsu tiʔahinu=gul=əj=d

20 The term kumari ‘godmother’ is also to adress a female friend.
5.3 Function words

The sections below explore the different classes of function words. A number of these classes consist of only a single member, including the Plural Marker, the Specificity Marker, the Predicate Marker, the Linker and the Negator.

5.3.1 Articles

Articles occur in the leftmost position of a DP. They mark case, specify number and distinguish between person and common words ([§5.4.4). The distribution of Articles on the basis of the case they mark is explored in Chapter 6.

<table>
<thead>
<tr>
<th>Case /specificity</th>
<th>Person words</th>
<th>Common words</th>
<th>Deictic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
<td>Plural</td>
<td>Singular</td>
</tr>
<tr>
<td>Absolutive</td>
<td>ti</td>
<td>tid</td>
<td>in</td>
</tr>
<tr>
<td>Genitive</td>
<td>ni</td>
<td>nid</td>
<td>ni</td>
</tr>
<tr>
<td>Locative</td>
<td>ni</td>
<td>-</td>
<td>ta</td>
</tr>
<tr>
<td>Oblique</td>
<td>-</td>
<td>-</td>
<td>ti</td>
</tr>
<tr>
<td>Non-specific</td>
<td></td>
<td></td>
<td>te</td>
</tr>
</tbody>
</table>

5.3.1.1 Person word Articles

5.3.1.1.1 Singular

(5.83) ti’sen mapoled ti Alex
      ti’sin       mε-puled      [ti    ?aliks]
PROX.DEM.LOC  ST-sleep  ABS  Alex
‘here is where Alex sleeps’ (72.03)

(5.84)  ama ni dila-i a Ramon
ʔama  [ni  dilaʔi  [ʔa  ramun]]
father  GEN  uncle  LK  Ramon
‘(the) father of uncle Ramon’ (103.504)

(5.85)  awon ‘ami mengotan ni Maricel
ʔawun=ʔami  məŋʔutan  [ni  marisil]
not.exist=1pe.ABS  AV-borrow  LOC  Maricel
‘we do not borrow (money) from Maricel’ (86.425)

5.3.1.1.2 Plural

(5.86)  imangen mo tid wadim
ʔiماŋʔ=mu  [tid  wadi=m]
protect-PV=1s.GEN  PL.ABS  younger.sibling=2s.GEN
‘take care of your siblings’ (61.03)

(5.87)  siyad in limoy nid Lulia ten kinasal sid
sija=d  ؕin  limuj  [nid  lulja]
3s=d  ABS  piece.of.cloth  PL.GEN  Lulia

tən  k<in>asal=sid
when  <PRF>marry=3s.ABS
‘this (salago) is the piece of cloth of Lulia (and her fiancée) when they were married’ (99.393)

5.3.1.2 Common word Articles

5.3.1.2.1 Singular

(5.88)  isay sina minate’nag in eroiplano
ʔisaj=sina  m<in>ә-təʔnag  [ʔin  ʔiruplanu]
be.at=MED.DEM.LOC  ST<PRF>-fall  ABS  airplane
‘there is where the airplane crashed’ (103.103)
pag may aso, eddamolagen ni aso-i
pag maj ?asu ?ǝC-damulag-ǝn [ni ?asu=i]
if have dog PRG-chase-PV GEN dog=SPEC
‘if there is a dog, the dog hunts’ (61.71)

Lin, mengolas ‘a ti pingan-i
lin mǝŋ-ʔulas=ʔa [ti pǝrjan=i]
Lin AV-wash=2s.ABS OBL dish=SPEC
‘Lin, wash the dishes’ (38.05)

panga awon nen mengan ta beli
paŋa ᵇawun=nǝn mǝŋ-ʔan [ta bǝlǝ]
when not.exist=already AV-eat LOC house
‘once there is nothing left to eat at home’ (19.06)

awo’ sepla te asawa
ʔawun=sipla [te ᵇasawa]
not.exist=still NSP spouse
‘I was not married yet’ (76.015)

5.3.1.2.2 Plural

annolen ‘o siden tatlo a pemet’akad
ʔanul-ǝn=ʔu [siden tatlu [ʔa pǝmǝʔaʔakǝ=d]]
know-PV=1s.GEN PL.ABS three LK sibling=d
‘I know them, the three brothers’ (52.154)

kaya annolen niden ana’ ‘o a apat
kaja ᵇanul-ǝn [nidan ᵇana?=ʔu [ʔa ᵇapat]]
thus know-PV PL.GEN child=1s.GEN LK four
‘so my four children know (the Alta language)’ (49.67)

sidded man in mengated hela ti malimbuy niden altan-i sid
siddǝ=d=man ᵇin mǝŋ-ʔatǝd=hila ti malimbuy
3p=d=CNTR ABS AV-give=also OBL money
5.3.1.3 The Articles *nen* and *ten*

The Articles *nen* and *ten* mark DPs for the Genitive and Oblique case respectively (see §6 for a description of case relations) and in addition, they add a deictic meaning to the DP they mark. However, as opposed to Demonstratives (which may also function as determiners §5.2.2) *nen* and *ten* do not distinguish distance, and may not stand as Pronouns. The examples below show that their syntactic distribution is similar to case-marking Articles and for this reason we consider them to belong to the word class of Articles. On the basis of their semantics they could be subcategorized as deictic Articles.

5.3.1.3.1 The Article *nen*

*Nen* marks a DP for the Genitive case, thus, constituents marked by *nen* may appear in modifier function in which they carry the possessor role (Example 5.96, 5.97). They can also function as arguments, in which they express the actor role (5.97):

(5.96) palitan nad man nen in beli nen aparato

\[
palit-an=na=d=mannen \quad ?\text{in} \quad \text{beli} \quad [\text{nenn} \quad ?\text{aparatu}]\]

change-LV=3s.GEN=d=again \quad ABS \quad \text{house} \quad \text{D.GEN} \quad \text{device}

‘he is changing again the frame of this device’ (104.567)

(5.97) aliyo'en nen halapowan na in huli nen aso na

\[
?\text{aliju-}=\quad [\text{nenn} \quad \text{halapuwan}=na] \quad ?\text{in} \quad \text{huli}\]

\[\text{search-PV} \quad \text{D.GEN} \quad \text{ancestor}=3s.GEN \quad \text{ABS} \quad \text{hunt}\]

\[\text{nenn} \quad ?\text{asu}=na\]

\[\text{D.GEN} \quad \text{dog}=3s.GEN\]

‘these ancestors of him would look for the game of his dog’ (54.17)

5.3.1.3.2 The Article *ten*

The Article *ten* marks a DP for the Oblique case. Therefore, as the examples below show, DPs marked by *ten* appear in argument function, carrying an undergoer role in clauses with bivalent and trivalent predicates (5.98 and 5.99 respectively).
The Article ten may also form Oblique temporal DPs (as in Examples 4.11 and 4.52) and Oblique locative DPs (see Examples 6.92 and 6.93) in adjunct function.

Finally, ten is also classified as a Subordinate Conjunction, which introduces Subordinate clauses with temporal meaning (see Table 5.12 in §5.3.9). It is likely that the Conjunction ten may have developed from the Article ten, through a grammaticalization process, and is on its way to being stripped of its case marking properties and deictic meaning.

5.3.1.4 The non-specific Article te

The non-specific Article te appears in clauses with predicates headed by the negative Existential awon (§4.3.3.3), and precedes referents that cannot be identified.

(5.100) duwa namud in ana’ mi a awon te sanga
two=just ABS children=1pe.GEN LK not.exist NSP wife
‘only two of our children are single’ (69.12) (lit. two only are the children of ours who have no wife)

(5.101) kaya awon nen te waget
kaja ?awun=nen [te waget]
because not.exist=already NSP water
‘because there is no water anymore’ (103.573)
5.3.2 Plural Marker =sid

The Plural Marker sid /=sid/ is a function word that occurs in the rightmost position of DPs and UPs, and marks a phrase for plurality. The marker sid is probably a development of the homophonous Absolutive third person plural Pronoun. However, the Plural Marker is not marked for case and is thus compatible with DPs marked with any case. The examples below include instances of sid marking an Oblique DP (5.102), and a Genitive DP (5.103). The Plural Marker may also mark the lexical head of a UP (Examples 5.104 and 5.105).

The Plural Marker sid is an enlicitic, and usually appears at the very end of a clitic sequence, behind other enclitics such as Personal Pronouns or the Specificier particle. From a phonetic perspective the marker sid has two possible realizations: [=sid] and [=hid].

(5.102)  kaya meiwadde a elan a mengated ti ana"o-i-sid
kaja majwadde ?a ?ilan ?a məŋ-ʔatəd
so have LK companion LK AV-give

   ti ʔanaʔ=ʔu=i=sid
OBL child=1s.GEN=SPEC=PL
‘so I have a companion who provides for my children’ (61.44)

(5.103)  kasi, istoria ni ninuno mi sid
kasi ?isturia ni ninunu=mi=sid
because story GEN ancestors=1pe.GEN=PL
‘because the story of our ancestors’ (103.889)

(5.104)  kung baga, proyecto sid a iye"alo'
kunﳉbaga prujktu=sid ʔa ʔi-ʔeC-ʔaluʔ
if.say project=PL LK CV-PRG-offer
‘actually the projects that were being offered’ (91.582)

(5.105)  aliyo'e 'od balobu sid
ʔalijuʔ-ʔen=ʔu=d balubu=sid
search-PV=1s.GEN=d balobo.tree=PL
‘I search for the Balobo trees (because the orchids grow next to them)’
(97.723)
5.3.3 Specificity Marker =i

The Specificity Marker =i marks the head of a phrase as specific. Possible heads of phrases include U-words (5.106), V-words (5.108) and certain Demonstratives (5.71). It can also be attached to place nouns (see Examples 5.48, 5.63, 5.107), which is interesting considering the fact that place nouns are inherently specific. As the examples below show, the Specificity Marker appears in DPs and UPs with different functions, such as argument (5.108), modifier (5.106), adjunct (5.107) or topic (5.109).

The Specificity Marker is an enclitic particle, and thus it is phonologically attached to its host, which is the head of the phrase. As for its position in relation to other enclitics, Examples (5.106, 5.107) show that the Specificity Marker is placed right after the host, unless there are enclitic Personal Pronouns, which would be then placed before it (5.109). The only enclitic particle that appears after the specifier is the Plural Marker =sid (5.102).

(5.106) tapos, siden gamit ni hapon-i

then ABS.PL tool GEN Japanese=SPEC
‘and (they buried) also the tools that belonged to the Japanese’ (103.54)

(5.107) panga aliyo ‘o ti Somili

when hunt=1s.GEN OBL Somil=SPEC
‘when I hunt in Somil’ (53.59)

(5.108) kaya ado sen sumesdep-i

thus many=PROX.DEM.LOC <AV>RDP-enter=SPEC
‘because many are the ones that are coming in here’ (103.153)

(5.109) ngadden na’i Alobasa

name=3s.GEN=SPEC pumpkin
‘its name is Alobasa (pumpkin)’ (94.329)

In the following example, the specificity particle appears in the rightmost of a DP in which a Demonstrative occupies the Article slot. The phrase is headed by the U-word kujug ‘friend’
and is modified by a Genitive Pronoun. Although the specificier is placed behind the Genitive Pronoun, it is not marking the Pronoun alone, but the whole DP [niʔniʔi kuyug=ʔu] ‘that friend of mine’. The bracketing of the following example attempts to illustrate the structure.

\[(5.110)\] inalap e’ ni’ni’e, kuyog o’i
\[\langle\text{<in}>\text{alap}=\vartheta\rangle\quad [[\text{niʔniʔi}\quad \text{[kujug=ʔu]}=\vartheta\rangle]]\]
\[\langle\text{<PRF>get}=1s.ABS\quad \text{LPROX.DEM.GEN}\quad \text{friend}=1s.GEN=\text{SPEC}\rangle\]

‘that friend of mine took me’ (98.346)

From a morphophonological perspective, the Specificity Marker triggers a number of morphophonological alternations depending on the form of the preceding element, including gemination, epenthesis or stress change (§3.2).

Specificity Markers are also identified in neighboring Philippine languages such as Arta or Dupaningan Agta. Kimoto (2017, p.193) considers that the Arta specific marker =i “signals that the referent is specific, known to the speaker, and a concrete entity”. For Dupaningan Agta, Robinson (2008, p.93) distinguishes specificity from definiteness: “specificity, in contrast, implies only that the entity being referred to is specific, not necessarily that it is known to the listener”. As for Northern Alta, the semantic properties of the specificity particle have not yet been investigated in depth.

5.3.4 Predicate Marker ay

The Predicate Marker introduces the predicate phrase in clauses with a fronted topic (see §4.2.8). The use of the PM is optional, and an intonational break may appear alternatively (see Example 4.43).

\[(5.111)\] i’en ay tanodan mo ti tatlo-i a bulan
\[\langle\text{PROX.DEM}\quad \text{PM}\quad \text{wait-LV=2s.GEN}\quad \text{OBL}\quad \text{three=SPEC}\quad \text{LK}\rangle\]

‘as for this, you wait three months’ (95.215)

5.3.5 The *a* Linker

The Linker particle *a* /ʔa/ (LK) is a function word that is used to form Linker Phrases (§4.2.9), which are phrases that function as modifiers (of arguments, predicates and adjuncts) or as complements of Existentials. The LK is placed in the leftmost position of the Linker Phrase (LP), and follows directly the constituent that it modifies.

In the example below, the LK forms the Linker Phrase [a Bulldozer], which functions as a modifier of the argument *tena* 'mother':

\[(5.112)\quad \text{adino 'am nen?, ma'unad tena a Bulldozer} \\
\text{ʔadinu=ʔam-nan} \quad \text{maʔuna=d} \quad \text{[tina \quad [ʔa \quad \text{buldusir}]]} \\
\text{where=2p.ABS=already} \quad \text{say=d} \quad \text{ABS.mother} \quad \text{LK \quad bulldozer} \\
\text{‘where are you now? mother “bulldozer” said’ (100.342)}\]

5.3.6 The Negator *bisa*

*Bisa* forms negative predicates together with Linker Phrases or Determiner Phrases. The structure [bisa + LP] forms the predicate in (5.113, 5.115, 5.116, 5.117, 5.118, 5.120). The complement of the Linker may be a U-word (5.113), a DP (5.115), a PP (5.116), a Demonstrative (5.117 – 5.118) or a V-word (5.120). Example (5.114) shows the Negator *bisa* forming a predicate together with a DP. *Bisa* is also used in confirmation-questions (5.119).

\[(5.113)\quad \text{bisa’e a Alta} \\
\text{bisa=ʔ?} \quad \text{ʔa \quad ?alta} \\
\text{NEG=1s.ABS} \quad \text{LK \quad alta} \\
\text{‘I am not an Alta’ (069.15)}\]

\[(5.114)\quad \text{bisa’en in tunay a ginto} \\
\text{bisa=ʔ?in} \quad \text{ʔin \quad tunaj \quad ?a \quad gintu} \\
\text{NEG=PROX.DEM.ABS} \quad \text{ABS \quad pure \quad LK \quad gold} \\
\text{‘this is not pure gold’ (103.351)}\]

\[(5.115)\quad \text{isay di’ami iye’ated ni mahali a panginoon bisa a ti aduwani} \\
\text{ʔisai \quad diʔami \quad ?i-ʔaC-ʔatad \quad ni \quad mahal=ʔi \quad ?a \quad panjinuʔun} \\
\text{be.at \quad 1pi.LOC \quad CV-PRG-give \quad GEN \quad dear=SPEC \quad LK \quad lord}\]
bisa ʔa ti ʔaduwan=i
NEG  LK   OBL  other=SPEC
‘it was given to us by the dear Lord, not to the others’ (103.263)

(5.116)  bisa a anig ten demo
bisa ʔa ʔanig  ten  damu
NEG  LK   like  OBL  first
‘it is not like in the beginning’ (65.04)

(5.117)  ay bisa a umansina menlaba-i
ʔaj  bisa ʔa ʔumansina  men-laba=i
PM  NEG  LK   MED.DEM.SML   AV-wash=SPEC
‘this is not the (right) way to wash clothes’ (88.543)

(5.118)  di'etam ina a waget, bisad a ina a didde
diʔitam=ʔina  ʔa  waget
1pi.LOC=MED.DEM.ABS  LK   water

bisa=d ʔa=ʔina  ʔa  didde
NEG=d  LK=MED.DEM.ABS  LK  3s.LOC
‘this river is ours, it is not theirs’ (88.389)

(5.119)  Bisa bat tena tam sela minenganop
bisa=bat  tina=tam=sila  m<in>ŋ-ʔanup
NEG=Q  ABS.mother=1pi.GEN=also  AV<PRF>-hunt
‘our mum was also a hunter, wasn’t she?’ (100.952)

(5.120)  ten array aw bisad a binaldi, piningey
ten  ʔaraw  ʔaj  bisa=d  ʔa  b<in>aldi
when  day  PM  NEG=d  LK  <PRF>bucket

p<in>ŋaj
<PRF>bundle
‘back in these days rice was not measured by bucket but by bundle’ (76.298)
5.3.7 Prepositions

Prepositions are words that may precede a phrasal constituent, for example a DP, UP, Personal Pronoun or Demonstrative, forming a single constituent called a Prepositional Phrase (§4.2.7). Table 5.10 presents the elements that may function as Prepositions, as well as the kinds of complements they may govern, and some examples.

Table 5.10 Prepositions

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Meaning</th>
<th>Kind of complement</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>anig /ʔanig/</td>
<td>like</td>
<td>GEN DP</td>
<td>5.121</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OBL DP</td>
<td>5.122</td>
</tr>
<tr>
<td>hangan /haŋ′gan/</td>
<td>until</td>
<td>LOC DP</td>
<td>5.123</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UP (location)</td>
<td>5.123</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LOC DEM</td>
<td>5.124</td>
</tr>
<tr>
<td>para /′para/</td>
<td>for, in order to</td>
<td>OBL DP</td>
<td>5.125</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LOC Pronoun</td>
<td>5.125</td>
</tr>
<tr>
<td>uman /ʔu′man/</td>
<td>like</td>
<td>OBL DP</td>
<td>5.126</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEN DEM</td>
<td>5.52</td>
</tr>
</tbody>
</table>

(5.121) anig ni barangay Diteki, inalokan hid ti hidro-i

[ʔanig [ni barangaj ditiki]]

like GEN barangay Diteki

ʔ<in>aluku-an=hid ti hajdru=i

<PRF>fool-LV=3s.ABS OBL hydro=SPEC

‘like the barangay Diteki, they were fooled with the hydro (project)’ (91.738)

(5.122) anig ti mano' ni talon-i

[ʔanig [ti manu? ni talun=i]]

like OBL chicken GEN forest=SPEC

‘(I use the gun to hunt animals) like chicken of the forest’ (92.457)

(5.123) duwa a buwan a um'ikut, hangan ta Dianed, hangan ta Dicoliat, hangan Dibut

duwa ?a buwan ?a ?<um>ʔikut

140
two LK month LK <AV>travel

[haŋgan] [ta dijanid]]
until LOC Dianed

[haŋgan] [ta dikulijat]] [haŋgan] [dibut]]
until LOC Dicoliat until Dibut
‘we travelled for two months, until Dianed, until Dicoliat, until Dibut’ (77.10)

(5.124) hangan ti'sen egguyoden mi
[haŋgan] [ti'sen]] ʔeC-gujud-en=mi
until PROX.DEM.LOC PRG-pull-PV=1pe.GEN
‘we pull (the rattan) until here’ (119.082)

(5.125) i'yay ay awon para di'ami, para ti gobierno-i
ʔiʔaj ʔaj ʔawun [para [diʔami]]
MED.DEM PM not.exist for 1pi.LOC

[para] [ti gubjiru=i]]
for OBL government=SPEC
‘his is not for us, it is for the government’ (103.166)

(5.126) pero ittibeng 'od uman ti uni ni kalaw-i
piru ʔi-tibɑ=ʔu=d [ʔuman] [ti ʔuni]
but CV-hear=1s.GEN=d like OBL sound

ni kalaw=i]]
GEN kalaw=SPEC
‘but I heard (something) like the sound of a kalaw bird’ (100.786)

5.3.8 Coordinate Conjunctions

Coordinate Conjunctions are function words that link two constituents of equal rank. Table 5.11 below shows the Coordinate Conjunction with the types of coordinated unit and one example number. The table is followed by some glossed examples.
### Table 5.11 Coordinate Conjunctions

<table>
<thead>
<tr>
<th>Coordinate Conjunction</th>
<th>Meaning</th>
<th>Kind of coordinated linguistic units</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>at /ʔat/</td>
<td>and</td>
<td>Ups</td>
<td>5.127</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DPs</td>
<td>5.128</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dems</td>
<td>5.129</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clauses</td>
<td>5.191</td>
</tr>
<tr>
<td>at saka /ʔatsa’ka/</td>
<td>and</td>
<td>DPs, Pronouns</td>
<td>5.130</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clauses</td>
<td>5.131</td>
</tr>
<tr>
<td>kesa /'kisa/</td>
<td>than</td>
<td>AdvPs</td>
<td>5.132</td>
</tr>
<tr>
<td>kesara /'kisa’ra/</td>
<td>than</td>
<td>AdvPs</td>
<td>5.133</td>
</tr>
<tr>
<td>o /ʔu/</td>
<td>or</td>
<td>DPs</td>
<td>5.135</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dem</td>
<td>5.136</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AdvPs</td>
<td>4.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clauses</td>
<td>5.137</td>
</tr>
<tr>
<td>pero /’piru/</td>
<td>but</td>
<td>Clauses</td>
<td>5.138</td>
</tr>
<tr>
<td>saka /saka/</td>
<td>and</td>
<td>Ups</td>
<td>5.80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dem</td>
<td>5.56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AdvPs</td>
<td>5.139</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clauses</td>
<td>5.140</td>
</tr>
</tbody>
</table>

(5.127) isay sina tidyama at tiddena
ʔisaj=sina [tidijama] ?at [tiddina]
be.at=MED.DEM.LOC fathers and mothers
‘(our) fathers and mothers stayed there (by that river)’ (88.022)

(5.128) isay sen sinoma'lan ni sir at ni mum
ʔisaj=sin s<in><um>aʔlan
be.at=PROX.DEM.LOC <PRF><AV>front

[ni sir] ?at [ni madam]
GEN sir and GEN madam
‘he is here, front of Sir (Alex) and Madam (Marilyn)’ (58.50)
(5.129) ay addiyo i'en at i'yay dianawan-i
ʔaj ʔaddiju [ʔiʔin] ʔat [ʔiʔaj dijanawan=i]
INTJ far PROX.DEM and DIST.DEM Dianawan=SPEC
‘this (place) and that Dianawan place are far away’ (76.467)

(5.130) tapos ti Alex at saka si’en
tapus [ti ʔaliks] ʔatsaka [siʔәn]
then ABS Alex and 1s
‘and then Alex and also me’ (70.42)

(5.131) umay’am tuma’yong ti wageti at saka me’ayuh, men walis
[ʔ<um>aj=?am t<um>aʔun t waget=i]
<AV>go=2p.ABS <AV>fetch OBL water=SPEC
ʔatsaka [mәn-ʔayuh] [mәn-walis]
and AV-wood AV-sweep
‘you (pl) go to fetch water and collect wood, and sweep’ (61.11)

(5.132) pero mas melo’ag tarabaho’i ten araw kesa dyay
piru mas mә-luʔag tarabahu=i
but more ST-easiness work=SPEC

[ten ʔaraw] kisa [dijaʔaj]
OBL day than now
‘but working (for a living) was easier back in these days than now’ (91.338)

(5.133) meganda in sinelas ‘o kesara diya
mә-ganda [ʔin sinilas=ʔu] kisara [dija]
ST-beauty ABS flip.flops=1s.ABS than 3s.LOC
‘my flip-flops are nicer than his ones’ (76.165)

(5.134) mesmaganda hep buhay-i ten araw kesara dyay
mes mә-ganda=sip buhaj=i
more ST-beauty=still life=SPEC
‘life back in these days was better than now’ (91.678)

(5.135) pag isay sinad in laman o in usah
pag isaj=sina=d [ʔin laman]
if be.at=MED.DEM.LOC=d ABS wild.pig

?u [ʔin ʔusah]
or ABS deer
‘if the wild big or the deer gets there (what would you do)’ (92.531)

(5.136) pag minen’ana’ en ti’sen o ti’sina
pag m<in>ən-ʔana=ʔin [tiʔsin] ?u
if AV<PRF>-child=PROX.DEM.ABS PROX.DEM.LOC or

[tiʔsina]
MED.DEM.LOC
‘If that reproduces here or there’ (94.026)

(5.137) bahalad sid kung e’ a’dan de ‘ami o awon
bahala=d=sid kur
depending=d=3s.ABS if

[ʔeC-ʔatəd-an=de =ʔami] ?u [ʔawun]
PRG-give-LV=3pGEN=1pe.ABS or not.exist
‘it depends on them, whether they give us (some gold) or not’ (103.173)

(5.138) me’itnud ami say a duwa pero aloben ‘o in sarili
[me-ʔitnud=ʔami=saj ʔa duwa] piru
ST-sit=1pe.ABS=DIST.DEM.LOC LK two but

[ʔalub-ən=ʔu ʔin sarili]
smell-PV=1s.ABS ABS self
‘the two of us were sitting there, but I smelled myself’ (100.844)
(5.139)  kumparam in buhay tam ten ana `itam saka dya`yay
        kumpara=m ?in buhaj=tam
        compare=2s.GEN ABS life=1pi.GEN

        when child=1pe.ABS and now
        `compare our life when we were children and nowadays` (98.004)

(5.140)  igisa na in upu saka na sahogan ten udang
        [?i-gisa=na ?in ?upu] saka[=na
        CV-cook=3s.GEN ABS gourd and=3s.GEN

        sahug-an ten ?udan]
        mix-LV OBL shrimp
        `she cooks the gourd and then mixes it with the shrimps` (107.69)

5.3.9 Subordinate Conjunctions

Subordinating Conjunctions are function words that link a dependent clause to a main clause. Table 5.12 below shows the Subordinate Conjunctions, with the meaning denoted and an example number. The table is followed by glossed examples.

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>bagay /bagai/</td>
<td>when, then</td>
<td>5.141</td>
</tr>
<tr>
<td>balo /balu/</td>
<td>before</td>
<td>5.142, 5.143</td>
</tr>
<tr>
<td>da /da/</td>
<td>since, because</td>
<td>5.144</td>
</tr>
<tr>
<td>dahil /dahil/</td>
<td>because</td>
<td>5.145</td>
</tr>
<tr>
<td>habang /haban/</td>
<td>while</td>
<td>5.146</td>
</tr>
<tr>
<td>hangan /ha`ngan/</td>
<td>even if</td>
<td>5.147</td>
</tr>
<tr>
<td>kasi /ka`si/</td>
<td>because</td>
<td>5.148</td>
</tr>
<tr>
<td>kaya /ka`ja/</td>
<td>thus</td>
<td>5.149</td>
</tr>
<tr>
<td>kayadla /kaja`dla/</td>
<td>but, however</td>
<td>5.150</td>
</tr>
<tr>
<td>kung /kun/</td>
<td>if</td>
<td>5.151</td>
</tr>
<tr>
<td>pag /pag/</td>
<td>if, when</td>
<td>5.152</td>
</tr>
</tbody>
</table>
(5.141)  ay aheno eggagawin miyo bagay si'am ay may ritual
?aj  ?ahi nu  ?aC-gagawi=en=miju
INTJ what PRG-do=PV=2p.GEN

[bagaj  si'am  ?aj  maj  ritiwal]  
when  2p  PM  have  ritual
‘what would you do when performing a ritual?’ (63.48)

(5.142)  dapat limma sep a ta’on balo mengiyan
dapat  limma=sip  ?a  taʔun  [balu  mәŋ-ʔijan]  
should  five=still  LK  year  before  AV-fruit
‘there should still be five years before (it) bears fruit’ (94.709)

(5.143)  tanodan tam saʔano a sinag, saʔano a bulan, balo mәnhuli
tanud-an=tam  saʔanu  ?a  sinag
wait-LV=1pi.GEN  few  LK  day

saʔanu  ?a  bulan  [balu  mәn-huli]  
few  LK  month  before  AV-hunt
‘we wait (for the snare) for a few days or months before we catch anything’  
(92.326)

(5.144)  awon ‘o man te magagawi da awon ‘o man te sasakyan
?awun=?u=man  te  ma-gagawi
not.exist=1s.GEN=CNTR  NSP  POT.PV-do

[da  ?awun=?u=man  te  sasakijan]  
because  not.exist=1s.GEN=CONTR  NSP  vehicle
‘there is nothing I can do because I don’t have a vehicle’  (58.35)

(5.145)  ngo’an mi ‘en ay Coronang Tinik dahil ado te set

146
Kurunang Tinik is a Tagalog word meaning 'crown of thorns'.
‘it can be used as a pillar of a house, if you chop the blongay tree, because it’s hard’ (515.39)

(5.149) epat sep minedagdag-i kaya limma a ana’ owi
?apat=sip   m<in>-ə-dagdag=i
four=still   POT.PV<PRF>add=SPEC

[kaja] limma ʔa ʔana?=ʔu=i
thus five   LK  child=1s.GEN=SPEC
‘we still had four more so I have five children’ (69.38)
(lit. four were the ones I could still add, thus five are my children)

(5.150) maiwadded man sepla kayadla awon nen mesyado
majwadda=man=sipla [kjadła] ʔawun=nən  masijadu
have=CNTR=still   but   not.exist=already   much
‘there is still (some of our culture) but not much anymore’ (99.382)

(5.151) tumbag ’a kung budim a eg’angen in taba’om
θ<um>bag=ʔa  [kuŋ] budi=m
<AV>reply=2s.ABS if want=2s.GEN

ʔa ʔagʔan-ən ʔin tabaʔu=m]
LK remove-PV  ABS tobacco=2s.GEN
‘tell me, do you agree to quit smoking?’ (21.10)
(lit. you reply, if you want to quit the tobacco of yours)

(5.152) melanislanis pag inelutom ti asin at bitsin-i
me lanis-lanis  [pag] ʔ<in>i-lutu=m
ST-RDP-sweetness if CV<PRF> -cook=2s.GEN

ti ʔasin ʔat bitsin=i]
OBL salt and MSG=SPEC
‘it is very sweet, if you cook it with salt and MSG\textsuperscript{22}’ (94.300)

(5.153) mensiya mensiya pagka awon na’a ininta

\textsuperscript{22} MSG is an acronym of Monosodium Glutamate
mən-sija  mən-sija  [pagka
AV-cry    AV-cry    when

ʔawun=na=ʔa ʔ<in>inta]
not.exist=3s.GEN=2s.ABS <PRF>see
‘he cries and cries when he does not see you’ (94.300)

(5.154)  puwede siya a ulam pero in doon na awon te pa’enabang
pwidi=sija ʔa ʔulam [piru ʔin  dun=na
can=3s.ABS  LK  viand  but  ABS  leave=3s.GEN

ʔawun  te  paʔinaban]
not.exist  NSP  profit
‘it can be a viand but its leaves are not nutritious’ (95.200)
(lit. It can be a viand but its leaves, it does not exist any profit)

(5.155)  sidde in elan mi a mineng’ut’ut, ten essimolan mid a ut’utan yay
sidde ʔin  ?ilan=mi ʔa  m<in>ŋ-ʔutʔut
3s  ABS  companion=1pe.GEN  LK  AV<PRF> -dig

[tən ʔəC-simul-an=mi=d ʔa  ʔutʔut-an=jaj]
when  PRG-start-LV=1pe.GEN=d  LK  dig-LV=DIST.DEM.ABS
‘they were the ones that were digging with us, when we started digging that’
(103.09)

5.4 Content words

5.4.1 Introduction: syntactic distribution of content words

In order to address the problem of the classification of content words, let us consider the following V-words: mengan ‘to eat’, mensuli ‘to return’ and men’aral ‘to study’, all of which denote actions. Consider as well the U-word alta ‘person’, the U-word referring to the animal baye’ ‘baye fish’, and the U-word de’el ‘largeness’, which denotes a property. Consider now the following examples:

(5.156)  Predicate function
a  mengan e' sela
   \( \text{mengan} = \text{e} = \text{sila} \)
   \( AV-\text{eat}=1s.ABS=\text{also} \)
   'I also eat (ate)' (92.487)

b  alta e' sela
   \( ?\text{alta} = \text{e} = \text{sila} \)
   person=1s.ABS=also
   'I am also a (Alta) person' (98.368)

c  kayadla baye' namud mahuli-i sina
   kajadla \( \text{baye} = \text{namud} \)
   me-huli=i=sina
   however \( \text{baye}.\text{fish}=\text{just} \)
   POT.PV-hunt=SPEC=MED.DEM.LOC
   'however, the one (fish) that is possible to catch there is just the \text{baye}' (85.161)

d  de'el in tama na
   \( \text{de'?el} \in \text{tama}=\text{na} \)
   big ABS wound=3s.GEN
   'his wound is big' (85.80)

(5.157)  Argument function

a  siyad yay in mensoli
   sija=d=jaj [\(?\in \text{men-suli}\)]
   3s=d=DIST.DEM.ABS ABS AV-return
   'that (the nail) is the one that grows again' (95.140)

b  minasipel nen in Alta
   m<in>\text{-sipel}=\text{nen} [\(?\in \text{alta}\)]
   ST<PRF>-happiness=already ABS alta
   '(when peace was made with the Ilongot tribe) the Alta got happy' (506.31)

c  siyad yay in baye
   sija=d=jaj [\(?\in \text{baje}\)]
   3s=d=DIST.DEM.ABS ABS baye.fish
‘that one is the baye’ fish’ (85.477)

c in de’el, kasi, isay ti disalad-i ni’nәn
[ʔin deʔel] kasi ʔisaj ti disalad=i niʔnәn
ABS big thus be.at OBL under=SPEC PROX.DEM.GEN
‘because the big one (component) is located under that (part)’ (104.129)

(5.158) Modification function

a eddedden de sep ana’i a me”aral
ʔәC-әddәn=da= sip [ʔana?=i [ʔa mәnʔaral]]
PRG-load=3p.GEN=stil child=SPEC LK AV-study
‘they even carry the children who study’ (109.253)

b si’amii a Alta
[siʔami [ʔa ?alta]]
1pe LK alta
‘us, the Alta’ (68.23)

c ado ‘en a baye
ʔadу= [ʔin [ʔa bajaʔ]]
many=PROX.DEM.ABS LK baye.fish
‘there are many of these (fishes), that are baye’ (85.160)

d tapos may pon ni uwah=i Santol a de’el
tapus maj [pun ni ʔuwah=i santul [ʔa deʔel]]
then have tree GEN thing=SPEC santol LK largeness
‘then there was also the tree of, the big santol tree’ (103.43)

The preceding examples show that words with different kinds of denotations and forms can perform the same syntactic functions. The examples provided in (5.156) show that the predicative function can not only be realized by the V-word mengan, but also by the U-word alta ‘alta person’, the U-word baye’, and by the U-word de’el. In the same way, the sentences in Examples (5.157) and (5.158) show that these forms can also function as the argument and the complement in modifying Linker Phrases respectively. Moreover, none of the words require additional coding when performing different syntactic functions.
The fact that content words with different kinds of denotations and forms may perform the same syntactic function without additional coding suggests that these content words may not form distinct syntactic categories. This situation is reminiscent of the one described for Tagalog by Himmelmann (2008), who states that “almost all Tagalog content words may occur in exactly the same number and kinds of terminal positions in a phrase structure tree” and, in consequence, “content words are categorially indistinct with regard to syntactic categories” This analysis is referred to as the syntactic uniformity hypothesis for content words, and describes a situation where “all content words may occur, without further derivation or conversion, in the same kind of phrase-structural positions” (2008, p.14). If this hypothesis is also valid for Northern Alta there would be no syntactic categories such as noun, verb or adjective.

5.4.1.1 V-words and Existentials as lexical heads of Determiner Phrases

As exemplified in (§4.2.1), V-words may stand alone as the head of a DP, or may also govern complements. In addition, Existentials and their complements may also appear in this position. This section provides some additional examples of DPs headed by V-words and some examples of DPs headed by Existentials.

Example (5.159) shows a DP headed by the action-word mendiskarga, which governs an Oblique complement, which is itself modified by a Genitive DP:

(5.159)  siya in mendiskarga ti karga-i ni bateria-i (104.458)
          sija  [ʔin [men-diskarga ti karga=i]
          3s   ABS AV-discharge OBL load=SPEC

                                ni   batirija=i]]
          GEN  battery=SPEC
          ‘that is the part that discharges the energy of the battery’ (104.458)

Enclitic Adverbs may be hosted by V-words in this position. The following example shows the V-word mengated, followed by the Enclitic Adverb =man, and by two DPs, (one Oblique and one Locative).

(5.160)  sidded man in mengated hela ti malimbuy niden altan-i sid (75-71)
          siddә=d=man  [ʔin [mәŋ-ʔatәd=hila ti malimbuj
The following example shows the conveyance V-word ini’ated ‘gave to’ functioning as the lexical head of a DP. As we can see, words appearing in this position may also carry aspect affixes, such as the perfective infix <in>:

\[(5.161)\]
\[
\text{siya ‘en in ini’ated ‘o di’aw} \\
\text{sija=ʔin} \\
\text{[ʔin} [ʔ<in>i-ʔated=ʔu} \\
\text{diʔaw]} \\
\text{3s=PROX.DEM.ABS} \\
\text{ABS} \\
\text{CV<PRF>-give=1s.GEN} \\
\text{2s.LOC}
\]
\`
\text{‘that one is the one I gave you’}
\`

As mentioned above, DPs may also be headed by Existentials, which can also be followed by their complement. The next example shows a DP containing the Existential awon and its complement te tarrabaho.

\[(5.162)\]
\[
\text{anon’a a binomudi ti awon te tarrabaho? ma’unad ti Don Pepe} \\
\text{ʔanun=ʔa} \\
\text{ʔa} \\
\text{b<in><um>udi} \\
\text{why=2s.ABS} \\
\text{LK} \\
\text{<PRF><AV>-want}
\]
\[
\text{[ti} [ʔawun te tarrabahu]} \\
\text{maʔuna=d ti dunpipi} \\
\text{ABS} \\
\text{not.exist} \\
\text{NSP} \\
\text{work} \\
\text{say=d} \\
\text{ABS} \\
\text{Don.Pepe}
\]
\`
\text{‘why did you love the one that does not have a job?, Don Pepe said’ (53.55)}
\`

Finally, also Oblique DPs may have elements other than U-word as their head. In the next example the Oblique DP contains the Existential isay with its complement, which is another Oblique DP:

\[(5.163)\]
\[
\text{kung si’aw ay minpa’an ti isay ti mudung-i} \\
\text{kuŋ} \\
\text{si’aw} \\
\text{ʔaj} \\
\text{man-pa-ʔan} \\
\text{[ti} [ʔisaj ti mudunŋ=ʔi]} \\
\text{if} \\
\text{2s} \\
\text{PM} \\
\text{AV-CAU-eat} \\
\text{OBL} \\
\text{be.at} \\
\text{OBL} \\
\text{mountain=SPEC}
\]
\`
\text{‘if you feed the ones (rebels) that stay in the mountains’ (82.046)}
\`
5.4.2 Lexical classification of content words

When proposing a lexical classification of Tagalog content words, Himmelmann (2008, p.26) mentions that “all voice-marked words in Tagalog, regardless of their base, are members of a single morpho-lexical class, and that this class is different from other morpho-lexical classes”. In his view, only words that carry voice affixes belong to this class, which he calls V-class. We think that it is useful to adopt a similar way of classifying Northern Alta content words and also use the term V-words for words that carry voice affixes, and which are thus voice-marked. In contrast, we use the term U-words for those content words that do not carry voice affixation. V-words and U-words can be further distinguished on the basis of their subclasses and distribution. Table 5.13 below summarizes these properties:

Table 5.13 Properties of lexical classes V and U

<table>
<thead>
<tr>
<th></th>
<th>V-words</th>
<th>U-words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subclasses</strong></td>
<td>- Actor voice vs Undergoer voice</td>
<td>Members of this class can be divided into person words and common words as each of the two classes uses a different set of Articles</td>
</tr>
<tr>
<td></td>
<td>- Dynamic vs Stative</td>
<td></td>
</tr>
<tr>
<td><strong>Inflection</strong></td>
<td>Aspect inflection</td>
<td>No inflection</td>
</tr>
<tr>
<td><strong>Co-occurrence</strong></td>
<td>Only undergoer-voice marked members can be followed by Genitive Personal Pronouns, which function as argument, and play the actor role (clause level)</td>
<td>Members of this class can be modified by Genitive Personal Pronouns, which function as modifiers, expressing the possessor role (phrase level)</td>
</tr>
<tr>
<td>with Genitive Personal Pronouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Co-occurrence with the homophonous enclitic =sid</strong></td>
<td>When =sid follows a member of this class, it is a third person plural Absolutive Personal Pronoun §5.2.1.2 (clause level)</td>
<td>When =sid follows a member of this class it functions as a Plural Marker §5.3.2 (phrase level)</td>
</tr>
</tbody>
</table>

5.4.2.1 Co-occurrence with Genitive Personal Pronouns

As we can see in the next two examples, the V-word eg’ang-en and the U-word la’ay are both followed by the second person singular Personal Pronoun =mu. Although this Pronoun, which is enclitic, is attached to both content words, it bears a different function and a different interpretation in each case. When attached to the (undergoer voice) V-word, it functions as a
clausal argument and expresses the actor role, but when attached to a U-word, it functions as phrasal modifier (of the DP in la'ay), and carries the possessor role:

\[(5.164)\] eg'angen mo in taba'o 
remove-PV=2s.GEN ABS tobacco
‘you (should) quit smoking’ (21.05)

\[(5.165)\] adinod in la'ay mo?
?adinu=d [ʔin laʔaj[=mu]]
where=d ABS old.man=2s.GEN
‘where is your husband’? (100.199)

5.4.2.2 Co-occurrence with the Pronoun =sid and the Plural Marker =sid

A similar situation occurs with the enclitic =sid: when it attaches to any kind of V-word it functions as a clausal argument, but when attached to a U-word, it functions as a phrasal modifier, marking the DP as plural:

\[(5.166)\] minenla'ad sid ti mudung-i
m<in>an-laʔad[=sid] ti muduŋ=i
AV<PRF>-walk=3p.ABS OBL mountain=SPEC
‘they walked on the mountain’ (100.286)

\[(5.167)\] eg'angen de in karajum sid
?æg?an-æn=dë [ʔin karajum[=sid]]
leave-PV=3s.GEN ABS needle=PL
‘they remove the needles’ (100.382)

5.4.3 V-words

V-words form a subclass of content words that is morphologically distinguished by carrying a voice-affix and by the capacity of inflecting for aspect. They can be subcategorized formally on the basis of the affix they carry. Table 5.14 presents the main classes of V-words and provides some examples. V-words are further explored in §7.
Table 5.14 Subclasses of V-words

<table>
<thead>
<tr>
<th>Class</th>
<th>Examples of Subclasses</th>
<th>Example of V-word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non derived</td>
<td>UM words</td>
<td>&lt;um&gt;eˈay /ʔ&lt;um&gt;eʔʔaj/</td>
<td>to go</td>
</tr>
<tr>
<td></td>
<td>MEN words</td>
<td>menlaˈad /menlaʔad/</td>
<td>to walk</td>
</tr>
<tr>
<td></td>
<td>MENG words</td>
<td>meng-alap /meŋalap/</td>
<td>to catch (something)</td>
</tr>
<tr>
<td></td>
<td>EN words</td>
<td>alap-en /ʔaˈlapen/</td>
<td>to get something</td>
</tr>
<tr>
<td></td>
<td>AN words</td>
<td>ngoˈʔan /ŋuʔan/</td>
<td>to name someone</td>
</tr>
<tr>
<td></td>
<td>I words</td>
<td>i-dton /ʔidˈtun/</td>
<td>to place something</td>
</tr>
<tr>
<td>Potentive</td>
<td>ME words(^{\text{23}})</td>
<td>meˈalap /maʔalap/</td>
<td>to be able to catch</td>
</tr>
<tr>
<td>Stative</td>
<td>ME words</td>
<td>me-piya /maˈpiya/</td>
<td>to be good, beautiful</td>
</tr>
<tr>
<td>Causative</td>
<td>PA words</td>
<td>men-paˈʔan /menpaʔan/</td>
<td>to feed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ipaˈinta /ʔipaʔinˈta/</td>
<td>to show something to someone</td>
</tr>
</tbody>
</table>

5.4.4 U-words

U-words are subdivided in two main categories, which are marked by different forms of Articles, these are person words (proper names of persons, including kinship terms of address) and common words. However, the two classes can form the same types of phrases. Examples of the two subclasses with their corresponding Article sets are provided in the Articles section (§5.3.1). Table 5.17 below presents the semantic types belonging to each subclass. As the table shows, the kinship terms of address are marked with person word Articles, belonging thus to the subclass of person words, while kinship terms of reference take common word Articles and thus belong to the subclass of common words.

Table 5.15 Subclasses of U-words

<table>
<thead>
<tr>
<th>Subclass</th>
<th>Example</th>
<th>Meaning</th>
<th>Semantic type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person words</td>
<td>Akin /ʔakin/</td>
<td>name of a person</td>
<td>name</td>
</tr>
<tr>
<td></td>
<td>Buldoser /bulˈdusir/</td>
<td>nickname of Elena M.T.</td>
<td>nickname</td>
</tr>
<tr>
<td></td>
<td>aˈa /ʔaˈʔa/</td>
<td>older sibling</td>
<td>kinship (address)</td>
</tr>
</tbody>
</table>

\(^{23}\) Note that Potentive and Stative words have more than one subclass. See §7.3 and §7.4 for a more detailed presentation of the subclasses of potenti
tive and stative words respectively.
### 5.4.5 Adverbs

Adverbs are subclassified on the basis of their scope, syntactic function and position into Temporal Adverbs, Modal Adverbs and Enclitic Adverbs. While temporal Adverbs have a scope over the whole clause and function as adjuncts (although they may also form predicates), Modal and Enclitic Adverbs have scope over the predicate and function as modifiers of the predicate. In addition Modal Adverbs are distinct from Enclitic Adverbs on their placement, since the former precede the head of the predicate while the latter appear behind the head predicate and are phonologically attached to it. The following subsections explore the three subclasses of Adverbs, providing tables and examples.

#### 5.4.5.1 Temporal Adverbs

Temporal Adverbs are content words that form Adverbial Phrases (AdvPs, §4.2), a type of phrase which may function as adjunct, having scope over the whole clause. Temporal Adverbs may appear at the beginning of a clause or at the end.

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>dya’yay /ˈdjaʔaj/</td>
<td>‘now’</td>
<td>5.168</td>
</tr>
<tr>
<td>dati /ˈdati/</td>
<td>originally</td>
<td>5.169</td>
</tr>
<tr>
<td>menananih /mə’nananaih/</td>
<td>‘soon’</td>
<td>5.170</td>
</tr>
<tr>
<td>nanih /ˈnanih/</td>
<td>‘later’</td>
<td>5.171</td>
</tr>
<tr>
<td>tempulab /tempuˈlab/</td>
<td>‘yesterday’</td>
<td>5.172</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>ududma /ʔududˈma/</td>
<td>‘tomorrow’</td>
<td>5.173</td>
</tr>
</tbody>
</table>

(5.168)  
\[
\text{dyayay ekkalasen} \ ‘o \ ‘en  \\
\text{dija?jaj} \ \text{ʔeC-kalas-ən=ʔu=ʔin}  \\
\text{now} \ \text{PRG-separate-PV=1s. GEN=PROX.DEM.ABS}  \\
\text{‘now I am separating it’ (104’210)}
\]

(5.169)  
\[
\text{dati metapde e’ na}  \\
\text{dati} \ \text{mə-tapdə=aʔ=na}  \\
\text{originally} \ \text{ST-fat=1s.ABS=already}  \\
\text{‘originally I was fat’ (76.092)}
\]

(5.170)  
\[
\text{bagay inomuli amid ta San Luis, menananih menovertime ‘ami}  \\
\text{bagaj} \ ?<\text{in}><\text{um}>\text{uli=ʔami=d} \ \text{ta sanluwis}  \\
\text{when} \ \text{<PRF><AV>-return=1pe.ABS} \ \text{LOC San.Luis}  \\
\text{manananih} \ \text{mən-ʔubertajm=ʔami}  \\
\text{soon} \ \text{AV-extra.hours=1pi.ABS}  \\
\text{‘when we go home to San Luis, we immediately get back to work’ (77.70)}
\]

(5.171)  
\[
\text{ududma ami wadi namud mentrabaho at mendilus ami nanih}  \\
\text{ʔududma=ʔami} \ \text{wadi=namud} \ \text{mən-tarabahu}  \\
\text{tomorrow=1pe.ABS} \ \text{younger.sibling=just} \ \text{AV-work}  \\
\text{ʔat} \ \text{mən-dilus=ami} \ \text{nanih}  \\
\text{and} \ \text{AV-bathe=1pe.ABS} \ \text{later}  \\
\text{‘my brother, tomorrow we just work and later we have a bath’ (76.490)}
\]

(5.172)  
\[
\text{inomuli hila tempulab}  \\
\text{ʔ<\text{in}><\text{um}>\text{uli=hila} \ \text{tempulab} \ <\text{PRF><AV>-return=also} \ \text{yesterday}}  \\
\text{‘he went back home yesterday’ (97.147)}
\]

(5.173)  
\[
\text{kong baga awon amid te pagka’in ududma}
\]
kuŋbagaʔawun=ʔami=dtepagkaʔinʔududma
if.saynot.exist=1pe.ABS=dNSPfoodtomorrow
‘for example if we have no food tomorrow’ (76.025)

5.4.5.2 Modal Adverbs

Modal Adverbs function as modifiers of the predicate and precede the head of the predicate:

Table 5.17 Predicate Adverbs

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>baka /baka/</td>
<td>maybe</td>
<td>5.174</td>
</tr>
<tr>
<td>basta /basta/</td>
<td>just, as long as</td>
<td>5.175</td>
</tr>
<tr>
<td>bihira /bihira/</td>
<td>rarely</td>
<td>5.176</td>
</tr>
<tr>
<td>halos /halus/</td>
<td>almost</td>
<td>5.177</td>
</tr>
<tr>
<td>mas /mas/</td>
<td>more</td>
<td>5.178</td>
</tr>
<tr>
<td>medio /midju/</td>
<td>rather</td>
<td>5.179</td>
</tr>
<tr>
<td>talaga /talaga/</td>
<td>surely</td>
<td>5.180</td>
</tr>
</tbody>
</table>

(5.174) baka te'nag e'itad sen ni bethuh-i
baka te'nag=e?=ʔitam=d=sin
maybe fall=1s.ABS=1pi.ABS=d=PROX.DEM.LOC
ni bethuh=i
GEN stone=SPEC
‘maybe a rock will fall on me or us’ (nalta100. 0817)

(5.175) ay menginging sepla abde'-i ni'a, bastad tumeldep 'am
ʔaj me-ŋinj=siplaʔabdeʔ=i niʔaʔa
PM ST-shivering=stillbody=SPECGEN older.sibling
basta=d t<um>eldep=?am
just=d <AV>lift=2p.ABS
‘my sister’s body is still shivering, just lift (her) up’ (76.463)

(5.176) dya'yay bihira='ad menginta
dijaʔaj bihira?=a=d məŋʔinta
now rarely=2s.ABS=d AV-see
‘and now you rarely see (any animal)’ (92.314)

(5.177) halos awon’a sep te mehuli
halos ?awun=?a=sip te mə-huli
almost not.exist=2s.ABS=still NSP POT.PV-hunt
‘there is almost nothing for you to hunt yet’ (99.552)

(5.178) mas bunsu hep in ama nena
mas bunsu=sip ?in ?ama nina
more young=still ABS father GEN.mother
‘my mother’s father is even younger’ (52.83)

(5.179) medio mapet ‘en
midju mapit=?in
rather bitter=PROX.DEM.ABS
‘that is somewhat bitter’ (93.659)

(5.180) ay talaga me’iddemolag ami ta palengke
ʔaj talaga meʔi-damulag=?ami ta paliŋki
PM surely REC-chase=1pe.ABS LOC market
‘we would of course chase each other at the market’ (76.163)

5.4.5.3 Enclitic Adverbs

Enclitic Adverbs function as modifiers of the predicate and are attached to the head of the predicate. If the head of the predicate is preceded by a Negator or Existential, enclitic Adverbs attach to the form preceding the predicate. These particles convey meanings related to to speaker’s attitude towards the state or action described in the predicate. At this stage of research the meanings of the enclitic Adverbs have not been thoroughly investigated yet.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Gloss</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>=ʔan /=ʔan/</td>
<td>QUOT</td>
<td>hearsay</td>
<td>5.181</td>
</tr>
<tr>
<td>=bali /=ba’li/</td>
<td>surprise</td>
<td>surprise of a discovery</td>
<td>5.182</td>
</tr>
</tbody>
</table>
(5.181)  meiwadde 'an sad a ininta siya
majwaddәʔan=saj=ʔa  ?a  ?<in=inta=sija
have=QUOT=DISP.DEM.LOC  =d  LK  <PRF>-see=3s.ABS
'I have heard that there is someone who saw him' (52.105)

(5.182)  'a'adod mamatlem bali 'ina
ʔaʔa=ʔadu=d  ma-matәm=balә=ʔina
RDP=much=d  RDP-blood=suprise=MED.DEM.ABS
'that is so much blood!' (100.706)

(5.183)  budim bat, wadi?
budi=m=bat  wadi
want=2s.GEN=Q  younger.sibling

24 There is only one occurrence of ngarod in the corpus, and is most likely a borrowing from Ilokano
'will you, brother?' (21.08) (lit. do you want brother)

(5.184) menbutag itamme
men-butag=ʔitam=Cə
AV-areca.nut=1pi.ABS=already
'let us chew betel nut' (86.508)

(5.185) adinod in la'ay mo? ma'una say
ʔadinu=ʔin ʔaʔaj=mu ʔaʔuna=saj
where=d ABS old.man=2s.GEN say=DIST.DEM.LOC
'where is your husband?' he said to her (100.0199)

(5.186) mapiya kong ettase dla esyan mi-i
mapija ʔәttasi=dia ʔәsijan=mi=i
beautiful if one=only place=1pe.GEN=SPEC
'It would be great if we all lived in the same place' (56.22)
(lit. it is great if our place is only one)

(5.187) dinumateng gul sen ti a'
d<in><um>atәng=gul=sin ʔaʔa
<PRF><AV>arrive=emphasis=PROX.DEM.LOC ABS older.sibling
'my brother has arrived here indeed' (100.188)

(5.188) in elikopter de yay ibbide na a mensoli, awon man mensoli
ʔin ʔilikupter=dә=jaj
ABS helicopter=3p.GEN=DIST.DEM.ABS
ʔi-bidde=na ʔa mәn-suli ʔawun=man mәn-suli
CV-say=3s.GEN LK AV-return not.exist.CNTR AV-return
'their helicopter there, he said he (would) return, but he has not returned'
(103.241)

(5.189) bagay minengane', mapolede', malamya'e ti papa'as-i, mensana'ә mannennen
bagaj m<in>-әŋ-ʔan=ә? me-pulәd=ә?
when AV<PRF>-eat=1s.ABS ST-sleep=1s.ABS
mə-ləmja=ʔə ti papaʔas=i mən-sana=ʔə=mənnən
ST-wake=1s.ABS OBL morning=SPEC AV-cook=1s.ABS=again
‘when I have eaten I sleep, I wake up in the morning, I cook again’ (19.05)

(5.190) habang dumed’el siya, me’iyan na a me’iyan
[habaŋ d<um>d-ʔәl=sija]
while <AV>RDP-big=3s.ABS

mən-ʔijan=na a mən-ʔijan
AV-fruit=already LK AV-fruit
‘while it is growing, it continuously bears fruit’ (93.488)

(5.191) apodan mo at dumed’el nen in apoy
ʔapudan=mo ʔat d<um>d-ʔәl=nən ʔin ʔapuj
hurry=2s.GEN and <AV>RDP-big=already ABS fire
‘hurry up, the fire got bigger again’ (100.625)

(5.192) aya awon nen in delan ‘o
ʔaj ʔawun=nən ʔin dəlan=ʔu
INTJ not.exist=already ABS way=1s.GEN
‘I am lost’ (100.921) (lit. my path is not there anymore)

(5.193) pagka may apoy, ta’bowan mi namud yay
pagka maj ʔapuj taʔbu-an=mi=namud=jaj
if have fire pour-LV=1pi.GEN=just=DIST.DEM.ABS
‘If there is a fire, we just pour (water) on it’ (100.640)

(5.194) baka umeg’ang e’ nen ngarod
baka ʔ<um>aʔan=ə?=nən=ŋarud
maybe <AV>leave=1s.ABS=already=then
‘maybe I just leave then’ (83.58)

(5.195) ten ana’ itam, hangan ana’ itam, membal itam na ngay
ten ʔana?=ʔitam hangan ʔana?=ʔitam
when child=1pi.ABS even child=1pi.ABS

163
when we were children, even as children, we would already wear a g-string’ (99.386)

‘the old woman Ilay and the old man Nador are still alive’ (76.153)

‘my face was even getting swollen’ (100.365)

‘I also want to help my Alta relatives’ (60.19)

‘there on that summit, there is still (some gold)’ (103.095)

‘back in these days, my parents were still alive’ (103.005)
(5.201) tapos mengayat sep ti uwah-i, luya wada yay
    tapus  mǝn-gajat=sip  ti  ?uwah=i
then  AV-slice=still  ABS  thing=SPEC

luja=wada=jaj
ginger=perhaps=DIST.DEM.ABS
‘then she also slices the thing... it seems to be ginger perhaps’ (106.114)

5.4.5.3.1 The Enclitic Adverb =d

The Enclitic Adverb =d is a particle that occurs frequently in Northern Alta. At this stage of research its meaning is not yet clear. For this reason, it is simply glossed as =d. As shown in (§3.2.2), =d may cause the deletion of the final nasal or glide of the host or enclitic that precedes it. Table 5.19 presents the hosts to which it may be attached, the function of these hosts, and some examples. As shown in Table 5.19, =d occurs most often attached to hosts that function has the head of the predicate, though it may also be attached to words functioning as heads of Absolutive DPs in argument function. It is not clear at this point whether =d may appear in DPs other than Absolutive. In addition =d may also be attached to words that function as adjuncts, or as modifiers of the predicate. Finally, as the table below shows, =d may also be attached to Interrogative Pronouns.

<table>
<thead>
<tr>
<th>Word class of the host</th>
<th>Example</th>
<th>Function of the host</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-derived V-word</td>
<td>3.3, 7.4, 7.11</td>
<td></td>
</tr>
<tr>
<td>Stative word</td>
<td>5.43</td>
<td></td>
</tr>
<tr>
<td>Potentive word</td>
<td>5.43</td>
<td></td>
</tr>
<tr>
<td>U-word (UP)</td>
<td>5.42</td>
<td></td>
</tr>
<tr>
<td>Personal Pronoun</td>
<td>4.4, 6.24</td>
<td>predicate</td>
</tr>
<tr>
<td>Demonstrative</td>
<td>6.51</td>
<td></td>
</tr>
<tr>
<td>Existential awon</td>
<td>4.12</td>
<td></td>
</tr>
<tr>
<td>Existential meiwadde</td>
<td>5.18</td>
<td></td>
</tr>
<tr>
<td>Existential isay</td>
<td>6.36</td>
<td></td>
</tr>
<tr>
<td>Negator bisa</td>
<td>4.38</td>
<td></td>
</tr>
<tr>
<td>Existential (but separated by complement)</td>
<td>4.86</td>
<td></td>
</tr>
<tr>
<td>U-word (but separated by Demonstrative)</td>
<td>6.126</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>U-word (ABS DP)</td>
<td>6.20</td>
<td>head of DP in argument function</td>
</tr>
<tr>
<td>Content word derived by affix (ABS DP)</td>
<td>4.82</td>
<td></td>
</tr>
<tr>
<td>Modal Adverb</td>
<td>5.175</td>
<td>modifier of predicate</td>
</tr>
<tr>
<td>U-word</td>
<td>5.93</td>
<td>complement of Linker</td>
</tr>
<tr>
<td>Temporal Adverb</td>
<td>7.5</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Interrogative Pronoun</td>
<td>5.74, 5.77, 5.82</td>
<td></td>
</tr>
</tbody>
</table>

### 5.4.6 Existentials

Existentials are words that may function as heads of predicates in Existential clauses (see §4.3.4 and §6.2.3.2.). Table 5.20 shows the different Existentials, and their possible event schemas and glosses:

<table>
<thead>
<tr>
<th><strong>Existential</strong></th>
<th><strong>Gloss</strong></th>
<th><strong>Event schema</strong></th>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>awon /ʔa’wun/</strong></td>
<td>not.exist</td>
<td>not X</td>
<td>5.202</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X has no Y</td>
<td>5.206</td>
</tr>
<tr>
<td></td>
<td></td>
<td>there is no X (at Y)</td>
<td>5.207</td>
</tr>
<tr>
<td><strong>maiwadde /majwad’de/</strong></td>
<td>have</td>
<td>there is X (at Y)</td>
<td>4.83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X has Y</td>
<td>4.84</td>
</tr>
<tr>
<td><strong>may /maj/</strong></td>
<td>have</td>
<td>there is X (at Y)</td>
<td>4.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X has Y</td>
<td>4.86</td>
</tr>
<tr>
<td><strong>isay /ʔi’sai/</strong></td>
<td>be.at</td>
<td>X is at Y</td>
<td>4.92 - 4.96</td>
</tr>
</tbody>
</table>

### 5.4.6.1 The Existential *awon*

The word *awon /ʔawun/** is an Existential that denotes non-existence and functions as a predicate that governs a complement clause (5.202 - 5.205), a non-specific phrase (5.206), an Absolutive DP (5.207) or a Prepositional Phrase (5.208). In isolation, *awon* can be used as a negative answer to a polar question (5.209). *Awon* is also used in negative commands (5.205).
(5.202) are, ay awon inad talod
ʔari ?aj ?awun=ʔina=d talud
INTJ PM not.exist=MED.DEM.ABS=d true
‘oh, this is not true’ (98.184)
(lit. oh it does not exist this (is) true)

(5.203) pero awon di’etam ina
piru ?awun diʔitam=ʔina
but not.exist 1pi.LOC=MED.DEM.ABS
‘but that is not ours’ (88.1067)
(lit. but it does not exist that (is) ours)

(5.204) hangan ti doctor-i ay awon yay annolen ni doctor-i
hangan ti duktur=i
until OBL doctor=SPEC
ʔaj ?awun=jaj ?annul-en ni duktur=i
PM not.exist=DIST.DEM.ABS know-PV GEN doctor=SPEC
‘even the doctor, he does not know it’ (100.1096)

(5.205) awon miyu ali’sapan
ʔawun=miju ?aliʔsap-an
not.exist=2p.GEN forget-LV
‘do not forget it’ (100.1223)

(5.206) awon te kutsilio
ʔawun te kutsiliu
not.exist NSP knife ‘
‘(she) does not have a knife’ (106.19)

(5.207) umalang ten awon in ina mi
ʔumalaj ten ?awun ?in ?ina=mi
since when not.exist ABS mother=1pe.GEN
‘ever since our mother is not there anymore’ (39.15)

(5.208) dahil annolen mi a i’yay ay awon para di’ami
dahil ᵁannul-en=mi ᵁa ᵁiʔaj
thus know-PV=1pe.GEN LK DIST.DEM

ʔaj ᵁawun para diʔami
PM not.exist for 1pe.LOC
’so we knew that, that (it) wasn’t for us’ (nalta103.166)

(5.209) awon, ma’una siya, awon titi, kung awon kiki
(LayoutInflater=1pe.LOC

(not.exist say=3s.ABS not.exist penis

kũŋ ᵁawun kiki
if not.exist vagina
‘No, he said, it is neither penis nor vagina’ (14.13)

5.4.7 Content words derived by affixes

Affixed content words are content words carrying affixes that do not mark the word for voice. Although these content words are classified for other Philippine languages as nominalizations or nominals (Rubino, 2005, p.346, Robinson, 2008, p.106, Dita, 2010, p.132), we have labelled these words as ‘content words derived by affixes’ given that our current analysis of content words does not include the syntactic categories ‘noun’ and ‘verb’.

Some of these content words show perfective aspect inflection (§5.6.3 – §5.6.7). Thus, their classification as U-words is problematic due to the fact that aspect inflection is one of the defining properties of V-words (§5.4.3). For this reason, those content words which may inflect for perfect aspect can be regarded as being at the intersection of the classes V and U. A similar situation occurs with comitative and instrumental forms in the Ilokano language, for which Rubino (2005, p.337) considers that they “should be classified midway between bona-fide verbs for taking aspectual morphology, and nominals for appearing in speech quite frequently in nonpredicative position”.

Table 5.21 shows the affixes forming the content words described in this section, as well as their meanings and their subsection number.
Table 5.21 Content word affixes

<table>
<thead>
<tr>
<th>Section</th>
<th>Affix</th>
<th>Meaning</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>§5.4.8.1</td>
<td>a- -an /ʔa- -an/</td>
<td>Various</td>
<td>CWA1- -LC</td>
</tr>
<tr>
<td></td>
<td>a- /ʔa-/</td>
<td>?</td>
<td>CWA1</td>
</tr>
<tr>
<td>§5.4.8.2</td>
<td>-an /-an/</td>
<td>Locative, Instrumental Resultative</td>
<td>LC</td>
</tr>
<tr>
<td>§5.4.8.3</td>
<td>pen- /pɛn-/</td>
<td>Gerundive</td>
<td>GER</td>
</tr>
<tr>
<td>§5.4.8.4</td>
<td>pen- -an /pɛn- -an/</td>
<td>Locative</td>
<td>GER- -LC</td>
</tr>
<tr>
<td>§5.4.8.5</td>
<td>peng- /pɛŋ-/</td>
<td>Instrumental</td>
<td>INST</td>
</tr>
<tr>
<td>§5.4.8.6</td>
<td>peng- -an /pɛŋ- -an/</td>
<td>Locative</td>
<td>INST- -LC</td>
</tr>
<tr>
<td>§5.4.8.7</td>
<td>pengi, /pɛŋi-/</td>
<td>Instrumental</td>
<td>CWA2</td>
</tr>
<tr>
<td></td>
<td>pengi- -an /pɛŋi- -an/</td>
<td>Locative</td>
<td>CWA2- -LC</td>
</tr>
<tr>
<td>§5.4.8.8</td>
<td>pet- /pɛt-/</td>
<td>Kinship reciprocal</td>
<td>DYAD</td>
</tr>
</tbody>
</table>

The formation of the words is not clear at this point. For Tagalog, Schachter and Otanes (1972, p.159) state that gerunds are formed “by replacing certain affixes found in the basic forms of actor-focus verbs with other affixes”. In a more recent article, Schachter (2008, p.847) explains that “in intransitive verbs, the initial /p/ of pag- and paN- is assimilated to the intransitive prefix m-, historically a reflex of Proto- Austronesian "-um-" providing the resultant forms mag- and maN-”. Himmelmann (2005, p.372) explains that gerunds are “regularly derived from actor voice forms” by replacing the voice affix with pag- or paN-.

The formation of these words in Alta requires further investigation. For the time being, the subsections below provide the derived words and the corresponding roots that they carry, rather than providing the corresponding Actor voice forms from which they may be derived.
5.4.7.1 The affixes *a- -an and *a-

As the first three examples of Table 5.22 show, the circumfix *a- -an is used to form words with locative meanings, where the referent exists in large quantities. As for the prefix *a-\(^{25}\), it is used to form words with abstract meaning, but its meaning requires further investigation. Both prefixes have low productivity in Alta. Table 5.22 provides some examples of words carrying these affixes.

Table 5.22 Examples of *a- -an and -a content words

<table>
<thead>
<tr>
<th>Derived form</th>
<th>Meaning</th>
<th>Root</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>abetuwan</td>
<td>place full of stones</td>
<td>betuh</td>
<td>stone</td>
</tr>
<tr>
<td>/ʔa-betuh-an/</td>
<td></td>
<td>/betuh/</td>
<td></td>
</tr>
<tr>
<td>abuwedan</td>
<td>place with sand</td>
<td>buwed</td>
<td>sand</td>
</tr>
<tr>
<td>/ʔa-buwed-an/</td>
<td></td>
<td>/buwed/</td>
<td></td>
</tr>
<tr>
<td>aniyolan</td>
<td>place with many coconuts</td>
<td>niyol</td>
<td>coconut</td>
</tr>
<tr>
<td>/ʔa-nijul-an/</td>
<td></td>
<td>/nijul/</td>
<td></td>
</tr>
<tr>
<td>aduwan</td>
<td>the others</td>
<td>duwa</td>
<td>two</td>
</tr>
<tr>
<td>/ʔa-duwa-n/</td>
<td></td>
<td>/duwa/</td>
<td></td>
</tr>
<tr>
<td>apalit</td>
<td>Trade</td>
<td>palit</td>
<td>trade</td>
</tr>
<tr>
<td>/ʔa-palit/</td>
<td></td>
<td>/palit/</td>
<td></td>
</tr>
<tr>
<td>atulong</td>
<td>helper</td>
<td>tulong</td>
<td>help</td>
</tr>
<tr>
<td>/ʔa-tulurŋ/</td>
<td></td>
<td>/tulurŋ/</td>
<td></td>
</tr>
</tbody>
</table>

(5.210) mapoled itam sina ti ebbetuwan-i
ma-pulad=ʔitam=sina ti ʔa-betuh-an=i
ST-sleep=1pe.ABS=MED.DEM.LOC OBL CWA1-stone-LC=SPEC
‘we sleep there in the stony place’ (100.246)

(5.211) pero in apalit na ay tarabaho
piru ʔin ʔa-palit=na ʔaj tarabahu
but ABS CWA1-trade=3s.GEN PM work
‘but his trade is work’ (91.0877)

\(^{25}\) The prefix *a- /ʔa- is a reflex of the PAN prefix *ka-
5.4.7.2 The suffix -an

Words carrying the suffix -an can be used to denote locational meaning.

\[(5.212)\]

i’ina ay pintuan ina, in sa’langan ni museo de Baler

\[?i?ina \text{ PM } \text{ pintu}\text{-}an=\text{i'ina}\]

MED.DEM PM door=MED.DEM.ABS

\[?in \text{ sa’}lan\text{-}an \text{ ni } \text{ musijudibalir}\]

ABS facade-LC GEN Baler.museum

‘that is a door, the facade of the Museo de Baler’ (70.46)

Table 5.23 Examples of -an content words

<table>
<thead>
<tr>
<th>Derived form</th>
<th>Meaning</th>
<th>Root</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>sa’langan</td>
<td>front side</td>
<td>sa’lang</td>
<td>face</td>
</tr>
<tr>
<td>/sa’lan\text{-}an/</td>
<td></td>
<td>/sa’lan/</td>
<td></td>
</tr>
<tr>
<td>ubulan</td>
<td>place of sharpening</td>
<td>ubul</td>
<td>act of sharpening</td>
</tr>
<tr>
<td>/ubul\text{-}an/</td>
<td></td>
<td>/ubul/</td>
<td></td>
</tr>
<tr>
<td>etlenan</td>
<td>place of swallowing</td>
<td>etlen</td>
<td>swallow</td>
</tr>
<tr>
<td>/etlen\text{-}an/</td>
<td></td>
<td>/etlen/</td>
<td></td>
</tr>
<tr>
<td>edsangan</td>
<td>place of lying down</td>
<td>edsang</td>
<td>lie down</td>
</tr>
<tr>
<td>/edsaŋ\text{-}an/</td>
<td></td>
<td>/edsaŋ/</td>
<td></td>
</tr>
<tr>
<td>banuwan</td>
<td>village, market</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>/banu\text{-}an/</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The suffix –an also also appears in place nouns that are located in the surroundings of the Alta ancestral domain, which is located in Aurora province, near barangay Diteki:

\[(5.213)\]

Nedi’di’an /nidi?di\text{-}an/

Singnan /siŋnan/

Umingan /ʔumiran/

Dibbuluwan /dibbuluwan/

5.4.7.3 Gerundive prefix pen-

Words carrying the prefix pen– have a gerundive meaning and may govern case-marked arguments.
As the following example shows, *pen-* words may inflect for aspect and may govern a Genitive and Absolutive argument, like a V-word marked for Undergoer voice:

(5.215)  
\[
\text{pinenmumuda na ami} \\
p<\text{in}>\text{an-mumuda}=\text{na}=\text{?ami} \\
\text{GER<PRF>-scold=3s.GEN=1pe.ABS} \\
\text{‘having (he) scolded us’ (76.518)}
\]

Table 5.24 below provides a number of examples of *pen-* words.

**Table 5.24 Examples of *pen-* content words**

<table>
<thead>
<tr>
<th>Derived form</th>
<th>Meaning</th>
<th>Root</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>pen'-uding</em></td>
<td>burning coal</td>
<td><em>uding</em></td>
<td>coal</td>
</tr>
<tr>
<td>/pən-ʔudinŋ/</td>
<td></td>
<td>/ʔudinŋ/</td>
<td></td>
</tr>
<tr>
<td><em>penlati</em></td>
<td>working on rattan</td>
<td><em>lati</em></td>
<td>rattan</td>
</tr>
<tr>
<td>/pən-latʃi/</td>
<td></td>
<td>/lati/</td>
<td></td>
</tr>
<tr>
<td><em>pentanem</em></td>
<td>planting</td>
<td><em>tanem</em></td>
<td>plant</td>
</tr>
<tr>
<td>/pən-tanem/</td>
<td></td>
<td>/tanəm/</td>
<td></td>
</tr>
<tr>
<td><em>penpeltag</em></td>
<td>Spear fishing</td>
<td><em>peltag</em></td>
<td>spear</td>
</tr>
<tr>
<td>/pən-peltag/</td>
<td></td>
<td>/peltag/</td>
<td></td>
</tr>
<tr>
<td><em>pensilu</em></td>
<td>catching with a snare</td>
<td><em>silu</em></td>
<td>snare</td>
</tr>
<tr>
<td>/pən-silu/</td>
<td></td>
<td>/silu/</td>
<td></td>
</tr>
<tr>
<td><em>pensigariljo</em></td>
<td>smoking</td>
<td><em>sigariljo</em></td>
<td>cigarette</td>
</tr>
<tr>
<td>/pən-sigarilju/</td>
<td></td>
<td>/sigarilju/</td>
<td></td>
</tr>
<tr>
<td><em>pen’aral</em></td>
<td>studying, study</td>
<td><em>aral</em></td>
<td>act of studying</td>
</tr>
<tr>
<td>/pən-ʔaral/</td>
<td></td>
<td>/ʔaral/</td>
<td></td>
</tr>
</tbody>
</table>
5.4.7.4 The circumfix *pen-* *-an*

The circumfix *pen-* *-an* forms words with locative meaning.

(5.216)  siya in penhuliyan de ti usah-i
          sijaʔ in  *pen-huli-an=de* tiʔ usah=i
          3s ABS GER-hunt-LC=3p.GEN OBL deer=SPEC
       ‘that is their hunting ground for deer’ (85.034)

(5.217)  pengamasan de yay ‘en
          *pen-gamas-an=de=jaj=ʔin*
          GER-weed-LC=3s.GEN=DIST.DEM.ABS=PROX.DEM.ABS
       ‘this is where they weed that’ (109.144)
       (lit. this is their place to weed that)

As the next example shows, words formed with *pen-* *-an* may inflect for perfective aspect:

(5.218)  in silo ay pinengalawan yay
          ʔin siluʔ aj  *p<in>=en-galaw-an=jaj*
          ABS snare PM GER<PRF>-play-LC=DIST.DEM.ABS
       ‘the snare, that is what they played with’ (86.433)

Table 5.25 presents examples of words affixed with *pen-* *-an*.

**Table 5.25 Examples of *pen-* *-an* content words**

<table>
<thead>
<tr>
<th>Derived Form</th>
<th>Meaning</th>
<th>Root</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>pentiedan</td>
<td>bottom, foot of a structure</td>
<td>ti’ed</td>
<td>foot</td>
</tr>
<tr>
<td>/pen-tiʔad-an/</td>
<td></td>
<td>/tiʔed/</td>
<td></td>
</tr>
<tr>
<td>pen’huliyan</td>
<td>hunting ground</td>
<td>huli</td>
<td>catch, hunt</td>
</tr>
<tr>
<td>/pen-huli-an/</td>
<td></td>
<td>/huli/</td>
<td></td>
</tr>
<tr>
<td>pen’ulu’an</td>
<td>place to lie down</td>
<td>uluh</td>
<td>head</td>
</tr>
<tr>
<td>/pen-ʔuluʔan/</td>
<td></td>
<td>/ʔuluʔ/</td>
<td></td>
</tr>
<tr>
<td>pensiluwan</td>
<td>place for hunting traps</td>
<td>silo</td>
<td>trap</td>
</tr>
<tr>
<td>/pen-silu-an/</td>
<td></td>
<td>/silu/</td>
<td></td>
</tr>
<tr>
<td>pendu’utan</td>
<td>place to make a fire</td>
<td>du’ut</td>
<td>fire</td>
</tr>
<tr>
<td>/pen-duʔut-an/</td>
<td></td>
<td>/duʔut/</td>
<td></td>
</tr>
<tr>
<td>pengamasan</td>
<td>weeding place</td>
<td>gamas</td>
<td>weed a land</td>
</tr>
<tr>
<td></td>
<td></td>
<td>/gamas</td>
<td></td>
</tr>
</tbody>
</table>
5.4.7.5 The prefix peng-

The prefix *peng-* is used to form words with instrumental meaning.

(5.219)  siya yay pengaludo na-i ti mudung-i
          sija=aj  peng-aludu=na=i
          3s=DIST.DEM.ABS  INST-hunt=3s.GEN=SPEC

          ti  muduŋ=i
          OBL  mountain=SPEC
          ‘that (bow and arrow) is what he uses for hunting in the mountains’ (76.334)

(5.220)  puwedem sela ‘en a pengtanem (94.1010)
          puwidi=m=sila=ʔin  ??a  peng-tanem
          can=2s.GEN=also=PROX.DEM.ABS  LK  INST-plant
          ‘you can also use it (this tool) to plant’ (94.1010)

Table 5.26 Examples of *peng-* content words

<table>
<thead>
<tr>
<th>Derived form</th>
<th>Meaning</th>
<th>Root</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>penghawi /pəŋ-hawi/</td>
<td>tool for slashing</td>
<td>hawi</td>
<td>slash underbrush</td>
</tr>
<tr>
<td></td>
<td>underbrush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>penghuli /pəŋ-huli/</td>
<td>means for catching</td>
<td>huli</td>
<td>catch, hunt</td>
</tr>
<tr>
<td></td>
<td>game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>peng’inum /pəŋ-ʔinum/</td>
<td>used for drinking</td>
<td>inom</td>
<td>drink</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pengkusina /pəŋ-kusina/</td>
<td>kitchen accessories</td>
<td>kusina</td>
<td>kitchen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>penglusaw /pəŋ-lusaw/</td>
<td>melting tool/</td>
<td>lusaw</td>
<td>melt</td>
</tr>
<tr>
<td></td>
<td>dissolvent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pengtanem /pəŋ-tanem/</td>
<td>tool for planting</td>
<td>tanem</td>
<td>plant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>peng’ut’ut /pəŋ-ʔutʔut/</td>
<td>digging tool</td>
<td>ut’ut</td>
<td>dig</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.4.7.6 The circumfix *peng- -an*

Words carrying the circumfix *peng- -an* denote a locative meaning, which we translate as “a place used for…”.

(5.221)  
kong adino pengalapan de ti ‘a’anen de-i  
kuŋʔadinu  
if where  
INST-get-LC=3s.GEN  
ti  
OBL  
RDP-food=3s.GEN=SPEC  
‘wherever their place to get food is’ (70.38)

As the next example shows, words carrying the circumfix *peng- -an* may show perfective aspect inflection:

(5.222)  
pinenganopan ‘o yay  
p<in>ʔan-up-an=ʔu=jaj  
INST<PRF>-hunt-LC=1s.GEN=DIST.DEM.LOC  
‘that was my hunting place’ (82.124)

<table>
<thead>
<tr>
<th>Derived form</th>
<th>Meaning</th>
<th>Root</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>pengalapan /pəŋʔ-alap-an/</td>
<td>place for getting money or food</td>
<td>alap /ʔalap/</td>
<td>get</td>
</tr>
<tr>
<td>pengaludu’an /pəŋʔ-aludu-an/</td>
<td>place for hunting</td>
<td>aludu /ʔaludu/</td>
<td>hunt</td>
</tr>
<tr>
<td>penganupan /pəŋʔ-anup-an/</td>
<td>place for hunting</td>
<td>anup /ʔanup/</td>
<td>hunt</td>
</tr>
<tr>
<td>pengiyanan /pəŋʔ-iyan-an/</td>
<td>location for producing fruit</td>
<td>iyan /ʔiyan/</td>
<td>fruit</td>
</tr>
<tr>
<td>pengintan /pəŋʔ-inta-an/</td>
<td>place for observing</td>
<td>inta /ʔinta/</td>
<td>seei</td>
</tr>
<tr>
<td>pengalaga’an /pəŋʔ-alaga-an/</td>
<td>protected place</td>
<td>alaga /ʔalaga/</td>
<td>protect</td>
</tr>
</tbody>
</table>
5.4.7.7 The affixes pengi- and pengi- -an

Words carrying the prefix pengi- take a Genitive actor and an undergoer marked with the Oblique or Locative case.

\[(5.223)\]
dahil in pengitudu na di’etam ay kabutihan tam sela a alta
dahil ʔin pengi-tudu=na diʔetam
because ABS CWA2-teach=3s.GEN 1pi.LOC

ʔaj kabutihan=tam=sila ʔa ʔalta
PM goodness=1pi.GEN=also LK alta
‘because what he taught us is also a goodness to us Alta’ (502.19)
(lit. because his teaching us (is) also a goodness to us Alta)

As the next example shows, words carrying pengi- may also show perfective aspect inflection:

\[(5.224)\]
sakami iye’init mi ti apoyi, in pinengimalan ti laman-i
saka=mi ʔiʔeʔinit ti ʔapuj=i
and=1pe.GEN CV-PRG-heat OBL fire=SPEC

ʔin pengi-malan ti laman=i
ABS CWA2<PRF>-burn OBL pig=SPEC
‘and we heat it with fire, the roasting of the pig’ (92.565)

Words carrying the circunfix pengi- -an may express locations, and may also refer to an addressee or a recipient (see Table 5.28).

\[(5.225)\]
siya ina pengesalangan miyi ti kardero-i
sija=ʔina pengi-salan-an=mi=i
3s=MED.DEM.ABS CWA2-cookin-LOC=1pe.GEN=SPEC

ti kardiru=i
OBL pot=SPEC
‘that there is the place we use to cook with a pot’ (106.138)
Table 5.28 Examples of *pengi*- and *pengi*-an content words

<table>
<thead>
<tr>
<th>Derived form</th>
<th>Meaning</th>
<th>Root</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>pengiluto /pəŋi-lutu/</td>
<td>thing used for cooking something</td>
<td>luto /lutu/</td>
<td>cook</td>
</tr>
<tr>
<td>pengipapayong /pəŋi-pa-pajun/</td>
<td>thing used to fund something</td>
<td>payong /pajun/</td>
<td>establish</td>
</tr>
<tr>
<td>pengisalangan /pəŋi-salanjan/</td>
<td>place used for cooking</td>
<td>salang /salanjan/</td>
<td>cook</td>
</tr>
<tr>
<td>pengikabitan /pəŋi-kabit-an/</td>
<td>place used to tie something to</td>
<td>kabit /kabit/</td>
<td>tie</td>
</tr>
<tr>
<td>pengibiddan /pəŋi-bidd-an/</td>
<td>person to say something to</td>
<td>bidd /bidda/</td>
<td>say</td>
</tr>
<tr>
<td>pengisurrenderan /pəŋi-surind-an/</td>
<td>person to surrender something to</td>
<td>surrender /surindar/</td>
<td>surrender</td>
</tr>
</tbody>
</table>

5.4.7.8 Dyadic kinship prefix *pet*-

This prefix is used with kinship terms and expresses a dyadic relation. Table 5.29 provides examples of words carrying the prefix *pet*-

Table 5.29 Examples of *pet*- kinship content words

<table>
<thead>
<tr>
<th>Derived form</th>
<th>Meaning</th>
<th>Root</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>pet'adanayan /pet-ʔadanajan/</td>
<td>relatives</td>
<td>adanayan /ʔadanajan/</td>
<td>relative</td>
</tr>
<tr>
<td>pet'ama /pet-ʔama/</td>
<td>father and child</td>
<td>ama /ʔama/</td>
<td>father</td>
</tr>
<tr>
<td>pet'aka /pet-ʔaka/</td>
<td>siblings</td>
<td>aka /ʔaka/</td>
<td>elder sibling</td>
</tr>
<tr>
<td>pet'apesa /pet-ʔapesa/</td>
<td>cousins</td>
<td>apesa /ʔapesa/</td>
<td>cousin</td>
</tr>
<tr>
<td>pet'apo /pet-ʔapu/</td>
<td>grandfather and grandchild</td>
<td>apo /ʔapu/</td>
<td>grandfather</td>
</tr>
<tr>
<td>petbarkada /pet-barkada/</td>
<td>friends</td>
<td>barkada /barkada/</td>
<td>friend</td>
</tr>
<tr>
<td>pethipag /pet-hipag/</td>
<td>brother and sister in law</td>
<td>hipag /hipag/</td>
<td>sister in law</td>
</tr>
<tr>
<td>pet'elan /pet-elan/</td>
<td>couple, pair of</td>
<td>elan</td>
<td>companion</td>
</tr>
</tbody>
</table>
5.4.8 Irregular content words

A number of words show irregularities from the morphological or syntactic perspective, but it is not yet clear whether these forms constitute a word class, nor if they should be subcategorized as function words. For example, the words budi ‘want’ and kaʔilan ‘need’ below, are formally U-words (as they do not carry voice-affixes), but behave as Undergoer voice V-words given that they when they function as predicates, they require their actors to be marked with Genitive case.

Another irregularity involves elements such as kaʔilan ‘need’, ubra ‘can’, dapat ‘should’ and pwidi ‘can’, none of which inflect for aspect. In addition, only budi ‘want’ and ubra ‘can’ show derivations with the AV infix <um>, while kaʔilan ‘need’, dapat ‘should’ and pwidi ‘can’ do not show any voice derivation.

From a syntactic point of view, these forms may function as heads of predicates, and require a complement realized by a Linker Phrase (§4.2.9). As for their meanings, most of these forms carry modal meanings (volition, ability, necessity, obligation). A number of forms in this table coincide with what Schachter and Otanes (1972, p.61) call ‘pseudo-verbs’ (including pwidi ‘can’, dapat ‘should’ and kaʔilan ‘need’, (of which the latter was identified by an Alta person as a Tagalog borrowing). Finally, Rubino (1997, p.299) identifies verbs with idiosyncrasies in their morphological formation in Ilokano and calls them ‘irregular verbs’. It is in this sense that we refer to these forms as irregular content words. Table 5.30 below presents these forms.

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
<th>Voice</th>
<th>Aspect</th>
<th>Marking</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/pat-ʔilan/</td>
<td>companions</td>
<td>/ʔilan/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pet’ina /pat-ʔina/</td>
<td>mother and son</td>
<td>ina  /ʔina/</td>
<td>mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>petkaʔibigan /pat-kaʔibigan/</td>
<td>friends</td>
<td>ka’ibigan /kaʔibigan/</td>
<td>friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>petsasawa /pat-s-asawa/26</td>
<td>husband and wife / several couples</td>
<td>asawa /ʔasawa/</td>
<td>spouse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have no explanation for the reduplicated /s/ here.

26
The examples below show each of these irregular forms in bold, followed by the complement (between square brackets):

(5.226)  
\[
\text{kaya budi nad a lumledep} \\
\text{kaja } \quad \text{budi}=\text{na}=\text{d} \\
\text{so want}=\text{3s.GEN}=\text{d} \\
\text{‘so he wants to dive’ (85.169)}
\]

(5.227)  
\[
\text{ka’ilangan miyu sela a me”inta kung aseno kalalagayan miyi ti’sen a lugar} \\
\text{ka’ilangan}=\text{miju}=\text{si}la \\
\text{need}=\text{2p.GEN}=\text{also} \\
\text{‘you also need to be able to see what our situation is, here in this place’ (57.18)}
\]

(5.228)  
\[
\text{kaya dapat a meiwadde sela a tribal hall} \\
\text{kaja } \quad \text{dapat} \\
\text{so should } \quad \text{have}=\text{also} \\
\text{‘so there should also be a tribal hall’ (91.1102)}
\]

(5.229)  
\[
\text{awon sid obra a me’isahog} \\
\text{awon}=\text{sid} \\
\text{can } \quad \text{POT.CV-grill}
\]
‘they (the fishes) can not be grilled’ (108.24)

(5.230) okra ‘en ay puwede a iggamot

okra=PROX.DEM.ABS PM can LK CV-medicine

‘as for this okra, it can be used as medicine’ (94.116)

5.5 Interjections

Interjections are words occurring at the beginning or at the end of clauses, and indicate the speaker’s emotional response to an event.

Table 5.31 Interjections

<table>
<thead>
<tr>
<th>Form</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>aba! /ʔaˈba/</td>
<td>surprise</td>
<td>5.231</td>
</tr>
<tr>
<td>ade! /ʔaˈdi/</td>
<td>admiration, surprise, disbelief</td>
<td>5.232</td>
</tr>
<tr>
<td>aded nen di! /ʔaˈdidnendi/</td>
<td>admiration, surprise, disbelief</td>
<td>5.233</td>
</tr>
<tr>
<td>adoy! /ʔaˈduj/</td>
<td>pain</td>
<td>5.234</td>
</tr>
<tr>
<td>adoya! /ʔaˈduja/</td>
<td>pain</td>
<td>5.235</td>
</tr>
<tr>
<td>addiyos! /ʔaddiˈjus/</td>
<td>vexation, disappointment, fear</td>
<td>5.236</td>
</tr>
<tr>
<td>ai! /ʔaj/</td>
<td>dismay</td>
<td>5.242</td>
</tr>
<tr>
<td>aidi! /ʔajˈdi/</td>
<td>dismay</td>
<td>5.237</td>
</tr>
<tr>
<td>atse! /ʔatˈsi/</td>
<td>overwhelm, anger</td>
<td>5.238</td>
</tr>
<tr>
<td>atse di! /ʔatˈsidi/</td>
<td>astonishment</td>
<td>5.239</td>
</tr>
<tr>
<td>are! /ʔaˈri/</td>
<td>command, imperative, opposition</td>
<td>5.240</td>
</tr>
<tr>
<td>ayˈo /ʔajˈu/</td>
<td>yes</td>
<td>5.241</td>
</tr>
<tr>
<td>hala/hala/</td>
<td>ok</td>
<td>5.242</td>
</tr>
</tbody>
</table>

(5.231) aba! ay ten inomay ta Dicoliat ina

ʔaba ʔaj tan ʔ<in><um>aj=ʔitam
INTJ PM when <PRF><AV>go=1pi.ABS

ta dikulijat=ina 180
LOC Dicoliat=MED.DEM.ABS
'aba! that (picture) is when we went to Dicoliat' (75.02)

(5.232) adi meganda 'an say
?adi mə-ganda?=an=saj
INTJ ST-beauty=QUOT=DIST.DEM.LOC
'adi!, they say it's nice there' (96.150)

(5.233) aded nen di! nu'ano'a dinumateng?
?adidndi nu?=anu=?a d<in><um>atəŋ?
INTJ when=2s.ABS <PRF><AV>arrive
'aded nen di! When did you arrive?’ (08.37)

(5.234) adoy, ma'una' say!
?adui ma?=una=saj
INTJ say=1s.DIST.LOC
'adoy! I said there' (100.683)

(5.235) adoya, masa'it nen ulo i
?aduja mə-sa?=it=nən ʔuluh= i
INTJ ST-pain=already head=SPEC
'adoya! (my) head hurts' (08.27)

(5.236) addios! papa'as nen
?addiju papa?=as=nən
INTJ morning=already
'addios, it is morning' (63.108)

(5.237) ay di salamat me'una siya
?aji salamat mə?una=sija
INTJ thank you say=3s.ABS
'aidi, thank you, he said' (507.09)

(5.238) atse! me'una nen um'anig 'ad ti uldin-i
?atsi mə?una=nən <?<um>?anig=?a=d
INTJ say=already <AV>like=2s.ABS=d ABS
ti ?uldin=i
ABS non.alta=SPEC
‘Atse! I said, “you are like the Tagalog”’ (88.486)

(5.239) -madi’it e’ sepla.
me-di?it=ø=sipla
ST-single=1s.ABS=still
‘I am still single!

-atsedi!
?atsidi
INTJ
‘Wow!’ (96.19)

(5.240) ari! umali ’ad, me’una e’
?ari ?<um>ali=?a=d  mә?una=ø?
INTJ  <AV>come=2s.ABS=d  say=1s.ABS
‘ari! come here! I said’ (97.542)

(5.241) bisa bat bimbi? ay’o uwah
bisa=bat  bimbi
NEG=Q  aunt
‘isn’t it auntie?’

?aj?u  ?uwah
INTJ  thing
‘yes, it is’ (97.329)

(5.242) ay me’una d’en ay “temo’e ‘o ‘en a beli”.
aj  mә?una  di?en  ?aj
INTJ  say  1s.LOC  PM

temu-en=?u=?in  ?a  beli
burn-PV=1s.GEN=PROX.DEM.ABS  LK  house
‘and he said to me “I will burn that house”’ (88.1050)
-hala gagawin mo gull!

**hala**  gagawi-әn=mu=gul

INTJ  do-PV=2s.GEN=emphasis

'-ok, you do that’ (88.1051)
6. Case

While Chapter 4 describes the form of distinct phrase types (§4.2) and the form of clauses with voice-marked and voice-unmarked predicates (§4.3), this chapter provides an overview of the different syntactic functions and semantic roles of case-marked constituents functioning as arguments, adjuncts and modifiers of DPs.

As was shown in §4.2, clauses can be classified depending on the form of their predicate. A first division appears depending on whether the predicate carries voice-marking or not. Voice-marked predicates may have four main subtypes of clauses (Actor, Patient, Locative and Conveyance voice clauses). As for clauses where the predicate does not carry voice marking, they can be divided depending on whether the predicate is headed by an Existential or not. This classification results in 6 main subtypes of clauses.

Section 6.2 explores the syntactic functions and semantic roles of Absolutive constituents for each subtype of clause. Section 6.3 deals with the syntactic functions and semantic roles of Genitive constituents. Finally, Sections 6.4 and 6.5 provide an overview of the functions and roles of Oblique and Locative constituents.

6.1 Introduction

On the basis of the possible syntactic functions of the different case-marked constituents, we currently distinguish four cases in Northern Alta: Absolutive, Genitive, Oblique and Locative.

The following grammatical categories in the Alta grammar are case marked: Articles (§5.3.1), Personal Pronouns (§5.2.1) and Demonstratives (§5.2.2). However, the case relations are not completely aligned throughout these different categories; as shown in tables §5.1 and §5.4, a case-marked Demonstrative (or DemP), or Pronoun (or PrP), does not always share the same syntactic functions with the corresponding Determiner Phrase (DP). This chapter focuses on functions of case-marked DPs, which are phrases that are characterized by carrying an Article in the leftmost position of the phrase (§4.2.1). Examples of Dem / DemPs or Pron / PrPs are provided when these share the same function as the case-marked DP.

Absolutive case-marked constituents can function as arguments in all types of clauses and we consider them to function as the syntactic subject of a clause. Genitive case-marked
constituents may function as modifiers in any type of clause, and also, as an argument in Undergoer voice-marked clauses, in which they carry the actor role.

Oblique case-marked constituents may function as arguments in clauses with bivalent and trivalent predicates, in which they express the undergoer role. In addition, they may function as adjuncts in any type of clause, conveying adverbial meanings, and also as modifiers and complements.

Locative case-marked constituents may function as adjuncts with locational meaning, as arguments encoding definite undergoers in clauses with bivalent and trivalent predicates, and finally, they may also function as complements. It is not clear at this point if Locative should be distinguished as a different case from Oblique, given that Locative-marked phrases share similar syntactic functions as Obliques (oblique argument, adjunct, complement). A difference between the two is the fact that Locative constituents refer to definite locations and undergoers (Locative Demonstratives, Personal Pronouns), and are incompatible with the Specificity particle $=i$.

### 6.1.1 A note about the semantic roles in this dissertation

Following Van Valin (2004, p.1), we assume at least two levels of generality when discussing semantic roles: the first level represents the so-called thematic relations, such as agent, experiencer, theme, patient, which are considered “generalizations across the verb-specific roles”. In a second level there is “a more general type of semantic role, of which there are only two, termed actor and undergoer”, which are referred to as ‘semantic macroroles’ by the author. In this dissertation we use the term ‘semantic role’ to refer to both levels of generalization. Our use of the terms actor and undergoer in this dissertation are described in Table 6.1 below.

<table>
<thead>
<tr>
<th>Semantic Roles</th>
<th>Definition and characteristics of macrorole in this dissertation</th>
<th>Related specific semantic roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Actor is the role of the argument in clauses with one single argument. In clauses with two arguments, the actor is the more agent-like argument. Actors are the main participants in the state of affairs irrespective of their role in terms of activity and affectedness. Actors may be persons or animals doing something voluntarily or involuntarily, experiencers, or any agent, inanimate effector, performer, causer,</td>
<td></td>
</tr>
</tbody>
</table>
kind of animate or inanimate participant being in a particular situation or undergoing a change.

The actor role as a generalization across semantic roles (see column on the right) which can be ordered by degree of agency (control/intentionality). The agent is the role with the highest degree of agency (control/intentionality).

Undergoer

Undergoer is the role of the more patient-like argument of a clause with two arguments.

The undergoer role is a generalization across semantic roles (see column on the right) which can be ordered by degree of affectedness. The patient is the semantic role with the highest degree of affectedness

6.2 Absolutive Case

Absolutive constituents can be formed by Determiner Phrases carrying Absolutive case marking on the Article that appears in the leftmost position of the phrase. Depending on the lexical head, Absolutive DPs show a different Article (§5.3.1). If the head of the phrase is a common noun, the DP is marked with the Article in /ʔin/. Plural Absolutive DPs carry the plural Absolutive Article sidde /sidde/. If the lexical head is a proper name, the phrase is marked with the Article ti /ti/. In addition, Absolutive Pronouns (§5.2.1.2) and Absolutive Demonstratives (§5.2.2.2) are case-marked, and can also form Absolutive arguments.

Absolutive arguments may function as the single argument of clauses with Actor voice or non-voice-marked predicates, or, as one of the two arguments in clauses with Undergoer voice-marked predicates. The following table summarizes the syntactic functions and roles of Absolutive arguments:

<table>
<thead>
<tr>
<th>Clause type</th>
<th>Function</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor voice</td>
<td>argument</td>
<td>actor</td>
</tr>
<tr>
<td>Undergoer voice clauses</td>
<td>argument (one of the two arguments)</td>
<td>undergoer</td>
</tr>
<tr>
<td>Non-Existential voice-unmarked</td>
<td>argument</td>
<td>attributant</td>
</tr>
<tr>
<td>Existential</td>
<td>argument (argument + Existential complement)</td>
<td>possessor, existing entity</td>
</tr>
</tbody>
</table>

The following sections explore the functions and roles of Absolutive arguments, in relation to the marking of the predicates.
6.2.1 Clauses with Actor voice-marked predicates

In clauses with predicates headed by a MEN-, MENG- or an <UM> V-word, the Absolutive argument carries the semantic role actor. The examples (6.1 – 6.5) below show clauses with Actor voice-marked predicates. Tables 7.3 to 7.5 (see §7.2) provide additional examples of the different subtypes of Actor voice-marked words.

6.2.1.1 Clauses with a men- predicate

(6.1) mengalaw in duwa a aso‘

\[
\text{man-galaw} \quad [\text{ʔin duwa øa øasu}]
\]

AV-play ABS two LK dog
‘the two dogs are playing’ (05.01.110)

6.2.1.2 Clauses with a meng- predicate

(6.2) mangaliyo sep in wadi na

\[
\text{manŋ-ʔaliu=sip} \quad [\text{ʔin wadi=na}]
\]

AV-search=still ABS younger.sibling=3s.GEN
‘his younger sibling is still searching’ (85.372)

(6.3) papeno mengaludo tiyamam?

\[
\text{papinu manŋ-ʔaludu} \quad [\text{tijama=m}]
\]

how AV-hunt ABS.father=2s.GEN
‘how does your father hunt?’ (54.01)

6.2.1.3 Clauses with an <um> predicate

(6.4) ududma ‘an hep la dumdateng in ana ‘o

\[
\text{ʔududma=ʔan=sipla d<um>d-aten} \quad [\text{ʔin øana=ʔu}]
\]

tomorrow=QUOT=still <AV>RDP-arrive ABS child=1s.GEN
‘I heard that my child is only arriving tomorrow’ (97.356)

(6.5) lumelbut nen in kaldero

\[
<\text{um}>l-but=nen \quad [\text{ʔin kaldiɾu}]
\]

<AV>RDP-boil=already ABS pot
‘the (content of the) pot is now boiling’ (106.089)
In Examples (6.1 - 6.4) above, the Absolutive arguments represent actors that are willful, controlling and instigating participants in states of affairs. Example (6.5) however, shows an actor that lacks volition and control.

6.2.2 Clauses with Undergoer voice-marked predicates

In Undergoer voice marked clauses, Absolutive constituents (Absolutive case-marked DPs, Pronouns and Demonstratives) appear as affected objects and thus express an undergoer. For each of the voices (Patient, Locative, Conveyance), the Absolutive argument may express a different range of semantic roles:

Table 6.3 Semantic roles of Absolutive arguments in Undergoer voice clauses

<table>
<thead>
<tr>
<th>Macrorole of Absolutive constituent</th>
<th>Syntactic Function</th>
<th>Voice</th>
<th>Role of Absolutive</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>undergoer</td>
<td>argument</td>
<td>Patient voice</td>
<td>stimulus</td>
<td>6.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>theme</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>patient</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Locative voice</td>
<td>goal</td>
<td>6.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>recipient</td>
<td>6.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>stimulus</td>
<td>6.11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>addressee</td>
<td>6.12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>theme</td>
<td>6.13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>patient</td>
<td>6.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conveyance</td>
<td>theme</td>
<td>6.15-6.16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>voice</td>
<td>instrument</td>
<td>6.17</td>
</tr>
</tbody>
</table>

The subsections below illustrate the possible semantic roles of the arguments in clauses with Undergoer voice-marked predicates. In addition, tables 7-6 to 7-8 (see §7.2) provide examples of the different subtypes of Undergoer voice-marked words.

6.2.2.1 Patient voice

In Patient voice clauses, Absolutive arguments may express a stimulus (6.6), a theme (6.7) or a patient (6.8):

(6.6) pero aloben ‘o in sarili
6.2.2.2 Locative voice

In Locative voice clauses, the Absolutive argument may indicate the goal of some action, (6.9). It can also indicate a recipient (6.10), a stimulus (6.11), an addressee (6.12), a theme (6.13) or a patient (6.14).

(6.9) aydi, bini’nan e’ ded
?ajdi b<in>iʔen-ʔen[=aʔ]=de=d
INTJ <PRF>proximity-LV=1s.ABS=3p.GEN=d
‘aydi, they approached me’ (100.709)

(6.10) atdan e’ nena ti sinko sintimos
?ated-ʔan[=aʔ] nina ti sinku sintimus
give-LV=1s.ABS GEN.mother OBL five cents
‘mother gave me five cents’ (88.769)

(6.11) para itan mo in i’an
para ?inta-ʔan=mu [ʔin ʔiʔan]
for see-LV=2s.GEN ABS fish
‘so you can see the fish’ (104.430)

(6.12) ngo’an mo in la’ay mo
ŋuʔ-ʔan=mu [ʔin laʔaj=mu]
190
name-LV=2s.GEN  ABS  husband=2s.GEN
‘call your husband’ (100.199)

(6.13)  awon mod ut’utan in pon na
ʔawun=mu=d ʔutʔut-an  [ʔin  pun=na]
not.exist=2s.GEN=d  dig-LV  ABS  root=3s.GEN
‘do not dig out its root’ (93.268) (lit. do not root it out from the roots)

(6.14)  e”ulasan na in sitaw
ʔә-ʔulas-an=na  [ʔin  sitaw]
PRG-wash-LV=3s.GEN  ABS  bean
‘she is washing the beans’ (106.167)

Other authors may consider Examples (6.10 - 6.14) locations or goals of the action in a broader sense than understood here. For Dupaningan Agta, Robinson (2008, p.157), considers the Absolutive argument of the verb ‘to call’ (as in 6.12) as a semantic goal of the action. For Arta, Kimoto (2017, p.285) considers the cognate Arta form of Example (6.10) atdinan ‘give’ as an example of a category defined as ‘causing an object to move to a location’. As for (6.14), washing verbs belong to a category Kimoto defines as ‘Action oriented to something’. For Tagalog, Himmelmann (2005, p.366) states “in locative voice the subject expresses a locative argument understood in a very broad sense”.

6.2.2.3 Conveyance voice

In Conveyance voice clauses, the Absolutive argument may be a theme (6.15, 6.16) or an instrument (6.17):

(6.15)  saka mi illebsang in waget
saka=mi ʔi-lәbsәŋ  [ʔin  wagәt]
and=1pe.GEN CV-escape ABS  water
‘and we let the water go’ (85.179)

(6.16)  iye’ated mo di’en in waget
ʔiʔaCʔatәd=mu  diʔәn  [ʔin  wagәt]
CV-PRG-give=2s.GEN 1s.LOC ABS  water
‘you are passing me the water’ (05.01.183)
6.2.3 Clauses with predicates that are not voice-marked

As shown in §4, there are several types of clauses that do not have a voice-marked predicate. These can be divided into two groups, depending on the semantic role of the Absolutive:

- Clauses with a voice-unmarked, non-Existential predicate
- Clauses with an Existential as head of predicate

6.2.3.1 Clauses with voice-unmarked non-Existential predicates

This group includes a number of different types of clauses, all of which contain one of the following elements as head of the predicate (a UP, a DP, a Prepositional Phrase an Adverb or a Pronoun), and an Absolutive argument. For all types, the Absolutive argument plays the role attributant.

6.2.3.1.1 Clauses with an Unmarked Phrase as predicate

(6.18) upper in ngo’ de

\[ ?\text{aper} \quad [?\text{in} \quad ?\text{nu}=?\text{de}] \]

upper ABS name=3p.GEN

‘they call it Upper’ (this place) (75.18) (lit. ‘upper’ is their name for it)

(6.19) ba’ik sepla in beli mi

\[ ?\text{aik}=\text{sipla} \quad [?\text{in} \quad ?\text{bali}=\text{mi}] \]

small=still ABS house=1pe.GEN]

‘our house is still small’ (72.38)
(6.20) portipor in edad o’d

forty-four ABS age=1s.GEN=d

‘I am forty-four years old’ (69.09) (lit. my age is forty four)

6.2.3.1.2 Clauses with a Determiner Phrase as predicate

(6.21) asawa na ay ti Piro

spouse=3s.GEN PM ABS Piro

‘her husband is Piro’ (90.106)

(6.22) i’en ay in uwah, Katakataka

PROX.DEM PM ABS thing katakataka

‘this one is the whatchamacallit, the Katakataka plant’ (94.097)

6.2.3.1.3 Clauses with a Personal Pronoun as predicate

(6.23) siya in cultura ni alta

sija [ʔin kultura ni ?alta-i]

3s ABS culture GEN Alta=i

‘that is the culture of the Alta’ (100.1233) (lit. the culture of the Alta is it)

(6.24) aydi, didded yay!

INTJ 3p.LOC=d=DIST.DEM.ABS

‘aydi, this is theirs now’ (100.661)

6.2.3.1.4 Clauses with a Prepositional Phrase as predicate

(6.25) para deretso in ginan nen peltag

para diritsu [ʔin ginan nen peltag]

for straight ABS run D.GEN spear

‘so the arrow goes straight’ (65.425) (lit. so straight is the run of the spear)

(6.26) ay awon me’tog in uloh kase para di’aw sela ina

?aj ?awun ma-ʔtug ʔin ʔuluh
INTJ  not.exist  ST-hardness  ABS  head

kase  para  di?aw=sila=[ʔina]
because  for  2s.LOC=also=MED.DEM.ABS
‘do not be hardheaded, this (quitting smoking) is also for you (for your well-being)’ (21.36)

6.2.3.1.5 Clauses with an Adverb as predicate

(6.27)  tempulab ina sigudo
tempulab[=ʔina]  sigudu
yesterday=MED.DEM.ABS  maybe
‘that (the fact that many fish were caught) was probably yesterday’ (108.52)

6.2.3.2 Clauses with a predicate headed by an Existential

Predicates headed by an Existential may also include a complement. The table below provides the role of the Absolutive arguments as well as the role of the complement of the Existential for each clause type:

Table 6.4: Semantic roles of Absolutive arguments in clauses with Existential predicates

<table>
<thead>
<tr>
<th>Type of Existential-headed predicate clause</th>
<th>Role of Absolutive</th>
<th>Semantic role of the complement</th>
<th>Syntactic function of Absolutive</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>maiwadde</em> headed predicate</td>
<td>Possessor</td>
<td>Possesee</td>
<td>argument</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>Existing entity</td>
<td></td>
</tr>
<tr>
<td><em>may</em> headed predicate</td>
<td>Possessor</td>
<td>Possesee</td>
<td></td>
</tr>
<tr>
<td><em>awon</em> headed predicate</td>
<td>Possessor</td>
<td>Possesee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>Existing entity</td>
<td></td>
</tr>
<tr>
<td><em>isay</em> headed predicate</td>
<td>Theme</td>
<td>Location</td>
<td></td>
</tr>
</tbody>
</table>

6.2.3.2.1 Clauses with *maiwadde* and its complement as predicate

(6.28)  pagka maiwadde a bisita in alapowan tam
pagka [maiwadde ʔa  bisita][27]  [ʔin ʔalapuwan=tam]

---

27 In this section, non-bold brackets contain the existential and its complement.
when have LK visitor **ABS** grandparent=1pi.GEN
‘when our grandparent had a visitor’ (99.654)

(6.29) maiwaddde e’ a para’an, wadi

have=1s.ABS LK idea younger.sibling
‘I have an idea, my brother’ (74.416)

As Example (6.29) shows, in this type of clause, if the Absolutive argument is an Absolutive enclitic Pronoun, it is placed right after the head of the predicate and before the complement.

### 6.2.3.2.2 Clauses with *may* and its complement as predicate

(6.30) may hikaw in igdet

[maj_hikaw] [ә in әgdet]
have earring **ABS** eel
‘the eel has earrings’ (88.312)

(6.31) kungbaga may tarabaho in issa

[kuŋbaga maj_tarabahu] [ә in әissa]
if.say have work **ABS** one
‘if one of us has a job’ (91.443) (lit. if the one has a job)

(6.32) may asawa e’

[maj әsawa[=әʔ]]
have spouse=1s.ABS
‘I am married’ (100.156) (lit. I have a spouse)

As opposed to the Existential *meiwadde* (Example 6.29), Example (6.32) shows that, if the predicate contains the Existential *may* and a complement, the Absolutive enclitic Pronouns are attached after the complement.

### 6.2.3.2.3 Clauses with *awon* as predicate

(6.33) kase awon nen in ninuno mi

[kasi әwun=nen] [ә in ninunu=mi]
thus not.exist=already ABS ancestor=1pe.GEN
‘thus, our ancestors are not with us anymore’ (56.64)

(6.34) umalang ten awon nen in ina mi
?umalang  tan  ?awun=nan  [?in  ?ina=mi]
since when not.exist=again ABS mother=1pe.GEN
‘since the moment our mother passed away’ (39.15)

(6.35) saka awon sid te interes ti tape’i
saka  [?awun[=sid]  te  ?intiris  ti  tape?=i]
and not.exist=3s.ABS NSP profit OBL land=SPEC
‘and they do not have any profit on the land’ (86.200)

Example (6.35) shows that Absolutive pronominal enclitics are attached to the head of the predicate and thus precede the Existential complement, in the same way as it happens with the Existential maiwadde.

6.2.3.2.4 Clauses with *isay* and its complement as predicate

(6.36) bagay isay sinad in udden
bagai  [?isaj=sina=d]  [?in  ?uddn]
when be.at=MED.DEM.LOC=d ABS rain
‘when the rain gets there’ (63.02)

(6.37) adino isay in tulay?
?adinu  ?isaj  [?in  tulaj]
where be.at ABS bridge
‘where is the bridge?’ (06.02.159)

(6.38) ten isay itam sep ta pradjek
ten  ?isaj[=itam]=sip  ta  pradjik
when be.at=1pi.ABS LOC project
‘when we where still (working) at the project (site) (81.214)
6.3 Genitive case

Genitive constituents are formed by DPs marked by the Genitive Articles *ni* or *nen* (§5.3.1) which appear in the leftmost position of the phrase. If the head of the DP is a plural noun, it is the plural Genitive Article *niden* that is used. Genitive constituents in modifier and argument functions can be also formed by Genitive enclitic Personal Pronouns (§5.2.1.3) and Genitive Demonstratives (§5.2.2.3).

Genitive constituents can function as modifiers of a DP in any type of clause, or as arguments, in clauses having an Undergoer voice-marked predicate. When Genitive constituents function as modifiers they take the possessor role, and when functioning as an argument, they express the actor role.

<table>
<thead>
<tr>
<th>Clause Type</th>
<th>Syntactic Function</th>
<th>Semantic Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>All types</td>
<td>modifier</td>
<td>possessor</td>
</tr>
<tr>
<td>Undergoer voice clauses</td>
<td>argument</td>
<td>actor</td>
</tr>
<tr>
<td>Clauses with voice-unmarked predicate</td>
<td>predicate</td>
<td>possessor</td>
</tr>
</tbody>
</table>

Table 6.5 Syntactic functions and roles of Genitive constituents

6.3.1 Modifier function

6.3.1.1 Modifier of Determiner Phrases

6.3.1.1.1 Modifier of Absolutive DPs

(6.39) pagka maiwadde a bisita in alapowan tam
      pagka majwadde ?a b|sita [ʔin ?alapuwan[=tam]]
when have LK visitor ABS grandparent=1pi.GEN
‘when our grandparent had a visitor’ (99.654)

(6.40) e”alapen na in karga ni’nay
      ?aC-ʔalap-en=na [ʔin karga [niʔnaj]]
      PRG-get-PV=3s.GEN ABS charge DIST.DEM.GEN

197
‘he is getting the power from there’ (104.159) (lit. he is getting the power of that)

(6.41) siya in tangapan ni uldini
sija [ʔin tanjapan [ni [ʔuldin]=i]]
3s ABS agreement GEN non.alta=SPEC
‘this is the agreement of the Tagalog’ (72.16) (lit. the agreement of the Tagalog is it)

(6.42) tapos inebu’ut nad in bito’an nen tilapia
tapus ?<in>i-buʔut=na=d [ʔin bituʔan
then CV<PRF>-throw=3s.GEN=d ABS intestine

[nan tilapia]
D.GEN tilapia
‘then she gets rid of the intestines of this tilapia’ (106.037)

6.3.1.1.2 Modifier of Genitive DPs

(6.43) para mensoli in linaw ni mata mi
para men-suli ?in linaw [ni mata[=mi]]
for AV-return ABS clarity GEN eye=1pe.GEN
‘s o w e c a n s e e c l e a r l y a g a i n ’ (94,138) (lit. so the clarity of our eyes returns)

(6.44) edpen-en’en ni waget-i ni delat
ʔedpen-en=ʔin [ni waget=i [ni delat]]
reach=PV=PROX.DEM.ABS GEN water=SPEC GEN sea
‘the water of the sea reaches it (the mountain)’ (109.230)

6.3.1.1.3 Modifier of Oblique DPs

(6.45) awon te mengyari ti buhay o’i
ʔawun te men-jari [ti [buhai[=ʔu]]=i]
not.exist NSP AV-happen OBL life=1s.GEN=SPEC
‘I had nothing to do (then)’ (69.91) (lit. nothing was happening to my life)
mentipid sed ti karga ni Bateria-i
men-tipid=sin=d [ti karga [ni bateria=i]]
AV-save=PROX.DEM.LOC=d OBL load GEN battery=SPEC
‘you save some (charge of the) battery here’ (104.367)

(6.47) budi ‘o wadi a mengyari ti buhay ni Alta-i
budi=ʔu wadi ʔa män-jari
want=1s.GEN younger.sibling LK AV-happen

[tir buhaj [ni ʔalt=i]]
OBL life GEN Alta=SPEC
‘I want, brother, (to be reunited) to happen to the life of the Alta’ (18.15)

(6.48) isay ina ti digdig ni wageti
[ʔisaj]=ʔina [ti digdig [ni waget=i]]
be.at=PROX.DEM.ABS OBL next.to GEN water=SPEC
‘that (person) is by the river’ (85.503)

(6.49) maiwadde a tumtawag ti selpon ni ana’ ‘o-i
majwaddə ʔa t<um>t-awag [ti silpun
there.is LK <AV>RDP-call OBL phone

[ni ʔanaʔ=ʔu=i]]
GEN child=1s.GEN=SPEC
‘there is someone calling to my son’s cellphone’ (91.0569)

6.3.1.2 Modifier of Unmarked Phrases

6.3.1.2.1 Modifier of UPs in argument function

(6.50) awo’od ittibeng batog ni asoh-i
ʔawun=[ʔu]=d ʔi-tibəŋ [batug [ni ʔasuh=i]]
not.exist=1s.GEN=d CV-hear barking GEN dog=SPEC
‘I did not hear the barking of the dog’ (63.119)
The example below shows a clause with predicates that are not marked for voice, and where the Unmarked Phrase is the only argument of the clause, taking the role of attributant. The UP is modified by a Genitive constituent:

6.3.1.2.2 Modifier of UPs in topic function

(6.53) delan mi'i ay in uwah tulay a bakal na
        way=1pe.GEN=SPEC   PM   ABS   thing

        tulaj   ?a   bakal=na
        bridge   LK   iron=just

    ‘our way is the iron bridge’ (76.357)

6.3.1.2.3 Modifier of UPs in predicate function

(6.54) tangkay na ‘en ni payong’i
        [tangkaj=<na]=?in   [ni  pajun=<i>]
        stem=just=PROX.DEM.ABS   GEN   umbrella=SPEC

    ‘this is the pole of an umbrella’ (104.227)
6.3.1.2.4 Modifier of UPs in complement function

The following example shows a Genitive constituent that is modifying the complement of the Existential *may*. In addition, the only clausal argument, the Locative Demonstrative =*sen*, appears attached to the head of the Existential complement, splitting the complement from the Existential:

(6.55)  
may pon sen ni kamaragi
[maj  pun=ṣin  [ni  kamarag=i]]

have  tree=PROX.DELOC  GEN  narra=SPEC

‘there was a narra tree here’ (103.006) (lit. there is a narra tree here)

6.3.2 Argument function

Genitive constituents can also function as arguments in Undergoer voice clauses, expressing an actor role. Genitive actors can be both animate (Examples 6.56, 6.57, 6.59, 6.61, 6.62) or inanimate (Examples 6.58, 6.60). As some examples show (6.56, 6.57), Absolutive arguments may be omitted.

6.3.2.1 Patient voice clauses

(6.56)  
aydi, ginuyod nen ni Lettaw
ʔajdi  g<in>ujud=nan [ni  littaw]
INTJ  <PRF.PV>pull=already  GEN  Lettaw
‘ay di, Lettaw pulled it’ (100.723)

(6.57)  
sinalubong ami nen amo mi
s<in>alubuŋʔami [nan  ?amu=mi]
<PRF.PV>greet=1pe.ABS  D.GEN  boss=1pe.GEN
‘our boss received us’ (76.370)

(6.58)  
edpen-en’en ni waget-i ni delat
ʔədpən-ʔin [ni  wagət=i  [ni  dəlat]]
reach=PV=PROX.DELOC  GEN  water=SPEC  GEN  sea
‘the water of the sea reaches it (the mountain)’ (109.230)
6.3.2.2 Locative voice clauses

(6.59) i’en man ay Atettut, kong ngo’an ni Alta-i
%i?in=man %aj ?atettut
PROX.DEM=CNTR PM Atettut

kuŋ ɲuʔ-an [ni ?alta=i]
if name-LV GEN Alta=SPEC
‘and as for this one, it is the Attetut plant, that is how the Alta call it’ (95.113)

(6.60) dahil pagka dimmanan ni bagiyo-i a minsan
dahil pagka d<in>man-an [ni bagiju=i ?a minsan]
thus when <PRF>pass-LV GEN storm=SPEC ŁK once
‘thus, when one of these occasional typhoons passed through (the area)’
(103.467)

(6.61) ngo’an ded in Anito ni uwah-i, Anito ni Dite’i-i
ɲuʔ-an=d %in ?anitu ni ?uwah=i
call=LV=3s.GEN=d ABS god GEN thing=SPEC

?anitu ni ditiʔi=i
deity GEN Diteki=SPEC
‘they call the Anito of the whatchamacallit, the Anito of Diteki’ (99.284)

6.3.2.3 Conveyance voice clauses

(6.62) inibidded man yay ni Lulia di’en
%<in>i-bidda=d=man=jaj [ni lulia] dʔan
CV<PRF>-say=d=CNTR=DIST.DEM.ABS GEN Lulia 1s.LOC
‘Lulia told me that’ (83.007)

(6.63) ikkabit na in ginelat na
?i-kabit[=na] in ginilat=na
CV-attach=3s.GEN ABS arrow=3s.GEN
‘he attaches his arrow’ (85.360)
6.3.3 Other uses of Genitive arguments

6.3.3.1 Argument in clauses with predicates containing certain content words

Genitive arguments may function as arguments in clauses where the predicate contains or is headed by an irregular content word (§5.4.7). In this type of clause, the Genitive argument also expresses an actor role:

(6.64) budim bat wadi?
       budi[=m]=bat wadi
       want=2s.GEN=Q younger.sibling
       ‘do you want (to quit smoking), my brother?’ (21.08)

(6.65) pero in katribu sid, budi de-i a talaga
       piru ?in katribu[=?]=sid budi=de=i
       but ABS tribe=1s.GEN=PL want=3p.GEN=SPEC
       ?a talaga
       LK surely
       ‘but the other members of my tribe, they surely want’ (103.479)

(6.66) awon’od ka’ilangan mengalap ti gatas-i
       awon[=?u]=d ka’ilangan meŋ-ʔalap ti gatas=i
       not.exist=1s.GEN=d need AV-get OBL milk=SPEC
       ‘I don’t need to get milk anymore’ (76.102)

(6.67) ka’ilangan e’ mo sela bali
       ka’ilangan=eʔ=mu=sila=bali
       need=1s.ABS=2s.GEN=also=surprise
       ‘it turns out you also need me’ (46.83)

6.3.3.2 Adjunct in phrases headed by the V-word *abuten* ‘to reach something’

Genitive arguments can also be found in the adjunct function, in phrases headed by the Patient voice V-word *abuten* ‘to last, to reach something’.

(6.68) e’abuten [ni lima-i a ta’on]
(6.69) e"abuten ni twelve pesos-i
ʔә-abut-әn [ni twilf pisus=i]
PRG-reach-PV GEN twelve pesos=SPEC
‘(it) will reach twelve pesos (per piece)’ (95.293)

### 6.4 Oblique Case

Oblique constituents are formed by DPs marked by the Oblique Articles ti or ten (§5.3.1) and may function as arguments, adjuncts and modifiers.

Oblique DPs share the argument function with Locative Personal Pronouns (§5.2.1.4) and with the clitic set of Locative Demonstratives (§5.2.2.4.2).

Oblique DPs share the adjunct function with certain Demonstratives. For example the set of Similative Demonstratives (§5.5.2.5) may function as adjuncts with manner meaning. In the same way, the free set of Locative Demonstratives (§5.2.2.4.1) can form adjuncts with locative meanings.

<table>
<thead>
<tr>
<th>Clause type</th>
<th>Syntactic Function</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice-marked clause (with bivalent or trivalent predicate)</td>
<td>argument</td>
<td>undergoer</td>
</tr>
<tr>
<td>All types</td>
<td>adjunct</td>
<td>instrument, manner, time, location, duration</td>
</tr>
<tr>
<td></td>
<td>modifier</td>
<td>beneficiary, patient, duration, location</td>
</tr>
<tr>
<td>Existential clause (isay)</td>
<td>complement</td>
<td>location</td>
</tr>
</tbody>
</table>

The functions and semantic roles of Oblique constituents are explored in more detail in the sections below.
6.4.1 Argument function

Oblique constituents can function as arguments in clauses having bivalent or trivalent V-words as head of the predicate.

6.4.1.1 Clauses with bivalent V-words as predicate

In clauses with bivalent V-words as predicate, the Absolutive argument carries the actor role and the Oblique argument expresses an undergoer role.

\[(6.70)\] ay bumili itam nen ti sundangi sid
\[\text{ʔaj } \text{bu}<\text{um}>\text{il}=\text{ʔitam} \text{nan } \text{ti } \text{sundaŋ}=\text{i}=\text{sid}\]
\[\text{INTJ } <AV>\text{buy}=1\text{pi.ABS}=\text{already } \text{OBL } \text{knife}=\text{SPEC}=\text{PL}\]
‘we have bought some knives again’ (88.650)

\[(6.71)\] mentanem itam ti pagi
\[\text{mēn-tanem}=\text{ʔitam } \text{ti } \text{pagi}\]
\[\text{AV}=\text{plant}=1\text{pi.ABS } \text{OBL } \text{rice}\]
‘we plant some rice’ (81.80)

\[(6.72)\] mangalap itam ti bulangeni
\[\text{mēn-}=\text{ʔalap}=\text{ʔitam } \text{ti } \text{bulaŋan}=\text{i}\]
\[\text{AV}=\text{get}=1\text{pi.ABS } \text{OBL } \text{monkey}=\text{SPEC}\]
‘we catch monkeys’ (99.113)

6.4.1.2 Clauses with trivalent V-words as predicate

Clauses with trivalent V-words as predicate may have three arguments: a Genitive actor, an Oblique and an Absolutive argument. The semantic roles of the Oblique and Absolutive arguments depend on the voice of the V-word. If the predicate is in Locative voice, the Oblique argument may express a theme (as in 6.73). If the predicate is in Conveyance voice, the Oblique may express an addressee (as in 6.74).

\[(6.73)\] atdan de itam ti puhunan
\[\text{ʔated-} \text{do}=\text{ʔitam } \text{ti } \text{puhunan}\]
\[\text{give-LV}=3\text{p.GEN}=1\text{pi.ABS } \text{OBL } \text{capital}\]
‘they gave us some capital’ (91.876)
(6.74) ibidde’ ten ana’ ’o
ʔi-biddә=ʔ [tan ʔanaʔ=ʔu]
CV-say=1s.GEN  OBL  child=1s.GEN
‘I told my child’ (82.053)

(6.75) awon ‘o sep sid ettoduwan ti polung ni alta i sid
ʔawun=ʔu=sip=sid ʔәC-tudu-an
not.exist=1s.GEN=still=3p.ABS  PRG-teach-LV

[tı  pułuŋ  ni  ?alta=ʔ=sid]
OBL  language  GEN  alta=SPEC=PL
‘I am not teaching them the language of the Alta yet’ (60.46)

The following example shows a clause with a predicate headed by a Causative word in Conveyance voice. In this clause, the Oblique argument expresses a causee.

(6.76) obram siya a ipa’inom ti ana’-i
ʔubra=m sija ʔa ʔi-pa-ʔinum [tı ʔanaʔ=ʔ]
can=2s.GEN 3s.ABS  LK  CV-CAU-drink  OBL  child=SPC
‘you can make your child drink it’ (93.649)

6.4.2 Adjunct function

When functioning as adjuncts, Oblique constituents have a number of meanings, including instrumental, manner, temporal or locational. The intepretation of the Oblique adjunct depends on the predicate. The following subsections below explore the different meanings of Oblique case-marked constituents in adjunct function.

6.4.2.1 Oblique phrases with instrumental meaning

Oblique phrases with instrumental meaning specify the instrument used to accomplish an action.

(6.77) mensuklay ti damet miyo-i ten buh miyo
mәn-suklaj  [tı damәt=mju=ʔ]  ten  buh=mju
AV-comb  OBL  hand=2p.GEN=SPEC  OBL  hair=2p.GEN
‘you comb your (pl) hair with your hand’ (63.58)
(6.78) ulasan mo ti wageti
?ulas-an=mu [ti wageti]
wash-LV=1s.GEN OBL water=SPEC
‘you wash it with water’ (94.141)

(6.79) melanislanis pag inilutom ti asin at bitsini
mæ-lanis-lanis pag ?in-lutu=m
ST-RDP-tasty if CV<PRF>-cook=2s.GEN

[tin-asin at bitsini]
OBL salt and vetsin=SPEC
‘it is tasty, if you cook it with salt and sodium glutamate’ (94.300)

(6.80) tegtegen mo ti betuh
tegaŋ=en=mu [ti betuh]
crush=PV=2s.GEN OBL stone
‘you crush it (the plant) with a stone’ (95.209)

6.4.2.2 Oblique manner phrases
This subtype of phrase specifies the manner in which the event takes place.

(6.81) kaya awon obra menla’ad ti deretso
kaja ?awun ?ubra man-la?ad [ti diritsu]
thus not.exist can AV-walk OBL straight=SPEC
‘so you cannot walk straight’ (99.1191)

(6.82) ettangapen de am ti de el a puso ti’sen di’ami
?eC-tangap=en=de=am [ti de?el ?a pusu]
PRG-agree-PV=3p.GEN=2p.ABS OBL big LK heart

ti?sin di?ami
PROX.DEM.LOC 1pe.LOC
‘they accept you wholeheartedly here, among us’ (57.10)

(6.83) guyoden mod yay ti melakasi
gujud-en=mu=d=jaj [ti me-lakas=i]
pull-PV=2.GEN=d=DIST.DEM.ABS OBL ST-strength=SPEC

‘you pull it strongly’ (100.542)

(6.84) basta inas’an mo ti uman-i sena, ma’eg’ang siya
basta ?inas-an=mu [ti ?uman=i=sina]
just apply-LV=2s.GEN OBL like=SPEC=MED.DEM.LOC

mә-әg?an=sija
POT.PV-go=3s.ABS
‘you just have to apply it like that, you will be able to remove it (the dirt)’
(95.271)

(6.85) iyessangep mid la ti bahagya-i?
ʔiʔeC-sanep=mi=dla [ti bahagija=i]
CV-PRG-grill=1pe.GEN= just OBL slight=SPEC
‘we grill (it) just a little bit’ (92.567)

6.4.2.3 Oblique temporal phrases

Oblique temporal phrases denote the time or duration of an event.

(6.86) mensolid man nen ti pulab-i
man-suli=d=mannan [ti pulab=i]
AV-return=d=again OBL evening=SPEC
‘I will return again in the evening’ (42.19)

(6.87) aydi in tujo, ippirito ti papa’as-i
ʔajdi ʔin tuju ʔi-piritu=ʔ
INTJ ABS dried.fish CV-fry=1s.GEN

[tir papaʔas=i]
OBL morning=SPEC
‘as for the dried fish, I fry (it) in the morning’ (61.58)

(6.88) siya yay ehhulen de ten araw
sija=jaj ʔeC-huli-әn=de [ten ʔara]w

208
‘this is what they would hunt back in these days’ (69.108)

(6.89) umabot ti duwa-i a lingo

<i><um>abut [ti duwa=i ?a liŋgu]<AV>reach OBL two=SPEC LK week

‘it takes two weeks’ (104.330) (lit. it reaches two weeks)

(6.90) i’en ay tanodan mo ti tatlo-i a bulan

<i>in tanud-an=mu

PROX.DEM PM wait-LV=2s.GEN

[tatlu=i ?a bulan] OBL three=SPEC LK month

‘as for this, you wait three months’ (95.215)

6.4.2.4 Oblique locative phrases

Oblique locative phrases denote the location or source of a state of affairs.

(6.91) mensome amid ti de’el-i a betuh

men-sume=ʔami=d [ti deʔel=i ?a betuh] AV-hide=1pe.ABS=d OBL big=SPEC LK stone

‘we hide on a big stone’ (83.250)

(6.92) sumtokan sid ten abuwedan

sumtuk-an=sid [tæn ʔabuwədan] fight-LV=3p.ABS OBL sandy.place

‘they fight in that sand’ (83.276)

(6.93) etulen mi yay ten pon na

ʔetul-ən=mi=jaʔ [tæn pun=na] cut-PV=1pe.GEN=DIST.DEM.ABS OBL trunk=3s.GEN

‘we cut off the trunk’ (100.529) (lit. we cut it by this trunk of it)

(6.94) inomalang sela ti me”ena em a lella’ay

<i><um>alan=sila [ti məʔənaʔəm

209
6.4.3 Modifier function

Oblique constituents can also function as modifiers of other DPs. These modified DPs can appear in argument and predicate functions.

6.4.3.1 Modifier of other arguments

In the following example, the Absolutive DP, headed by the U-word badʒɛt ‘budget’, is modified by an Oblique DP:

(6.95)  
minamin mid in budget mi ti penlati-i 
   m<in>amin=mi=d 
<PRF>consume=1pe.GEN=d 

[ʔin  badʒɛt=mi  [ti  pɛn-lat=i]] 
ABS budget=1pe.GEN OBL GER-rattan=SPEC 
‘we spent all our money (earned) with rattan’ (86.129)

In the following example the modified phrase is headed by the Gerundive form of the word betlay ‘carry’ that is modified:

(6.96)  
mahirap na ngi say in pembetlay ti ayuh-i 
   me-hirap=na=tj=saj 
   ST-hardship=already=emphasis=DIST.DEM.LOC 

[ʔin  pɛn-bɛtlaj  [ti  ðajuh=i]] 
ABS GER-carry OBL wood=SPEC 
‘the process of carrying wood there is quite hard’ (100.580)

In the two following examples the modified Absolutive DP is headed by the V-words mentarabaho ‘to work’ and mengyari ‘to happen’.
(6.97) bawal in mentrabaho ti kusina-i
bawal [ʔin man-tarabahu [ti kusina=î]]
forbidden ABS AV-work OBL kitchen=SPEC
‘it is forbidden to work in the kitchen’ (99.79)

(6.98) umannasay in minengyari ti buhay o-i
ʔuman=na=saj
like=already=DIST.DEM.LOC ABS AV<PRF>-happen
[ti buhaj=ʔu]=i
OBL life=1s.GEN=SPEC
‘that is how it happened to my life’ (46.67)

6.4.3.2 Modifier of non-voice marked predicates

Oblique constituents may also function as modifiers of heads of predicates. In the following example the Unmarked Phrase headed by the U-word gamot ‘medicine’ functions as a predicate and is modified by the Oblique constituent. The unit [predicate + modifier] is split as the Absolutive Demonstrative =ʔin is attached to the head of the predicate:

(6.99) gamot’en ti ug’ug ni ana’
[gamut]=ʔin [ti ug’ug ni ?ana]]
medicine=PROX.DEM.ABS OBL cough GEN child
‘this is medicine for children’s cough’ (93.70)

The following example shows the U-word importante ‘important’ modified by an Oblique constituent. As in the preceding example, the Absolutive DP is placed between head of the predicate and the Oblique modifier:

(6.100) ma’in importante in blongay ti alta-i?
maʔin [ʔimportanti] ʔin bluŋaj [ti ?alta=i]]
why important ABS Balobo OBL Alta=SPEC
‘Why is the Balobo plant important to the Alta?’ (515.06)
6.4.4 Complement function

Oblique DPs may also function as complements of the Existential *isay*. They share this function with Locative DPs, Pron / PrPs and Dem / DemPs (see §6.5.3 below).

(6.101) pero isay ti pønt’edan ni lanslaj=ı
piru ʔisaj  [ti  pøntiʔedan  [ni  lanslajd=ı]]
but  be.at  OBL  bottom  GEN  landslide=SPEC
‘but (the big stone) is at the bottom of a landslide’ (103.199)

6.5 Locative case

Locative constituents may be formed by DPs marked with the Locative Article *ta* (§5.3.1). If the lexical head of a DP is a person noun, the Article used is *ni*. If the lexical head of the DP is plural, the plural Locative Article *niden* is used.

Locative DPs can function as oblique arguments, encoding a definite undergoer in clauses with bivalent and trivalent predicates, and they may also function as adjuncts with locational meaning in any type of clause. In addition, Locative DPs can function as complements of the Existential *isay*, a function in which they express a location. Finally, Locative DPs can also function as a complement of the predicates, expressing a partitive meaning.

Locative Personal Pronouns (§5.2.1.4) and Locative Demonstratives (§5.2.2.4) may also form Locative constituents, sharing all functions with Locative DPs, except for the complement of the predicate function.

Table 6.7 Syntactic functions and semantic roles of Locative constituents

<table>
<thead>
<tr>
<th>Clause type</th>
<th>Syntactic Function</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice-marked clauses (with bivalent or trivalent predicate)</td>
<td>argument</td>
<td>undergoer</td>
</tr>
<tr>
<td>All types</td>
<td>Adjunct</td>
<td>location</td>
</tr>
<tr>
<td></td>
<td>complement (of the predicate)</td>
<td>partitive</td>
</tr>
<tr>
<td>Existential clause (isay)</td>
<td>complement (of the Existential)</td>
<td>location</td>
</tr>
</tbody>
</table>
6.5.1 Argument function

Locative constituents may function as arguments in voice-marked clauses headed by bivalent and trivalent V-words, in which they express an undergoer.

6.5.1.1 Clauses with bivalent V-words as predicate

(6.102) awon mi mengotang ni Maricel
  ʔawun=mi  mәŋʔutanŋ  [ni marisil]
  not.exist=1pe.ABS  AV-borrow  LOC  Maricel
  ‘we do not borrow money from Maricel’ (86.425)

(6.103) meiwadde linumemya di’ami
  majwadde  l<in><um><әmja  [diʔami]
  exist  <PRF><AV>wake  1pe.LOC
  ‘there is someone who woke us up’ (68.12)

(6.104) awon nen te mensoporta di’aw, ay!
  ʔawun=nәn  тә  mәn-supurta  [diʔaw]  aj
  not.exist=already  NSP  AV-support  2s.LOC  INTJ
  ‘there is no one that supports you anymore’ (99.246)

(6.105) maʔin awon mod a apolungen, Bok? ma’una di’en
  maʔin  ʔawun=mu=d  ʔәCʔapulunŋ-әn  buk
  why  not.exist=2s.GEN=d  PRG-speak-PV  Buk

  maʔuna  [diʔәn]
  say  1s.LOC
  ‘why are you not talking to me, Bok?’ he said to me’ (83.036)

(6.106) ngo’an mo in la’ay mo, adinod in la’ay mo ma’una say
  nguʔ-әn=mu  ʔin  laʔaj=mu
  name-LV=2s.GEN  ABS  old.man=2s.GEN

  ʔadiniu=d  ʔin  laʔaj=mu  maʔuna[=saj]
  where=d  ABS  husband=2s.GEN  say=DIST.DEM.LOC
  ‘call your husband, where is he now’, he said to her’ (100.0199)
6.5.1.2 Clauses with trivalent V-words as predicate

(6.107) inebenta de diya'yay ni dila-i a Puling
\(?<i-binta=d\>\)diya？aj [ni dila?i ?a pulinj]
CV<PRF>-sell=3p.GEN now LOC uncle LK Puling
‘they have sold (the land) to uncle Puling’ (103.503)

(6.108) e'iponen mi iye'ated mi ni Sipten
\(?eC-?ipun-en=mi \>i-?eC-?atad=mi [ni siptin]
PRG-collect-PV=1pe.GEN CV-PRG-give=1pe.GEN LOC chiefain
‘we collect them and we give them to the chieftain’ (89.252)

(6.109) initudu ded man di'etam ay
\(?<i-tudu=d\>\)d=man [di?itam] aj
CV<PRF>-teach=3p.GEN=CNTR 1pi.LOC INTJ
‘they taught it (the culture) to us’ (99.45)

(6.110) ippabasa de di'en in mapa
\(?i-pa-basa=d\>\)di?en [di?en] ?in mapa
CV<CAU-read=3p.GEN 1s.LOC ABS map
‘he read the map to me’ (82.32)

(6.111) nanih ipa'inta' di'aw in salago
later CV-CAU-see=1s.GEN 2s.LOC ABS salago
‘later, I will show you the salago plant’ (86.368):

6.5.2 Adjunct function

When functioning as adjuncts, Locative constituents denote the location or source of a state of affairs.

(6.112) dati isay'e minentira ta Malabida
dati ?isaj=e? m<en-tira [ta malabida]
originally be.at=1s.ABS AV<PRF>-live LOC Malabida
‘first I lived in Malabida’ (76.07)
(6.113) ay ten inomay itam ta Dicoliat 'ina
ai ʔ<in><um>aj=ʔitam  [ta  dikulijat]=ʔina
INTJ when  <PRF><AV=1pi.ABS  LOC  Dicoliat=MED.DEM.ABS
‘that (picture) is when we all went to Dicoliat’ (75.02)

(6.114) mensoli itam ta pinsal
mәn-suli=ʔitam  [ta  pinsal]
AV-return=1pi.ABS  LOC  cousin
‘let’s go back to (the house of) our cousin’ (88.630)

(6.115) mensosoli dla sen, di’en
mәn-su-suli=dla[=sin]  [diʔәn]
AV-RDP-return=just=PROX.DEM.LOC  1s.LOC
‘he just keeps coming back here, at my (house)’ (77.222)

(6.116) ay unoden mod si say ma’una
aj ʔunud-әn=mu=d=si[=saj]  maʔuna
INTJ follow-PV=1s.GEN=d=3p.ABS=DIST.DEM.LOC  say
‘follow them there, (he) said’ (100.887)

(6.117) ettiran de say a tape
ʔәC-tira-an=de[=saj  ?a  tape?]
PRG-live-LV=3s.GEN=DIST.DEM.LOC  LK  land
‘they are living on that land there’ (88.50)

(6.118) i’en, i-tanem mi sen in tangkay na
ʔiʔin ʔi-tanem=mi[=sin]
PROX.DEM  CV-plant=1pe.GEN=PROX.DEM.LOC
ʔin  tankaj=na
ABS  stem=3s.GEN
‘and this one, we plant its stem here’ (93.247)
6.5.3 Complement function

6.5.3.1 Complement of *isay*

As the examples below show, Locative constituents may function as complements of the Existential *isay*, a function in which they express the location of the existing entity:

(6.119)  ten isay tam sep ta project
          tøn ʔisaj=itam=sip [ta praʃik]
          when be.at=1.pi.ABS=still LOC project
          ‘when we were still living at the project’ (81.214)

(6.120)  in isay ni Bianing, ti Dyendyen ‘o
          ʔin ʔisaj [ni bijaniŋ] ti djindjin=ʔu
          ABS be.at LOC Bianing ABS Dyendyen=1s.GEN
          ‘the one who stays at Bianing’s, my (daughter) Dyendyen’ (100.1237)

6.5.3.2 Complement of the predicate

When appearing in this function, Locative case-marked DPs sometimes show a weak form of the *ta* Article, realized as [tə]. However, as the corpus contains some examples in which the Article is realized as [ta], we assume that it is the same Article. The question of whether this realization of the Locative Article is related to the non-specific Article *te* (§5.3.1.4) requires further investigation.

For the time being, we will analyze [tə] as a variant of *ta*, but represent it as *tə* in the phonological transcription tier of the glosses, so that the examples of this form can be easily located in the future.

6.5.3.2.1 Clauses with voice-marked predicates

(6.121)  ay si’en man ay me’tog e’ te uluh
          ʔaj  siʔen=man ʔaj ma-ʔtug=ʔə? [tə ʔuluh]
          INTJ 1s=CNTR PM ST-hardness=1s.ABS LOC head
          ‘as for me, I am hard headed’ (88.170) (lit. I am hard on the head)

(6.122)  melasa ‘en te iyan, melanis
the leaves of this one are tasty, and sweet’ (94.774) (lit. that one is tasty on the leaves)

‘it is also possible to boil it, or extract the milk of its leaves’ (93.378)

‘it has very big leaves’ (94.701) (lit. it is very big on the leaves)

‘its name is adat’ (95.163) (lit. this is adat on the name)

‘Artur is my name’ (88.06) (lit. that is Artur on my name)

‘the way we name it (this plant) kurunang tinik because (it) has many thorns’ (94.018) (lit. because it is many on the thorns)
7. Voice-marked words

This chapter provides an overview of the different voice-marked words and explores the type of participants they require as well as their aspect inflection. Section 7.2 explores non-derived V-words, §7.3 deals with Potentive words and §7.4 presents Stative words. Finally §7.5 explores Causative words.

7.1 Introduction

As was presented in §5.4.3 V-words are a subclass of content words distinguished by carrying a voice affix and by the capacity of inflecting for aspect. Northern Alta words show a voice system characteristic of Philippine languages, in which the affix appearing on the predicative word determines which semantic roles are assigned to the case-marked arguments in a clause. It was shown in Sections §4.2.1 and §5.4 that V-words may also function as the lexical head of a DP or LP, appearing in argument and modifier functions respectively, without additional coding. However, it is only V-words functioning as predicates that we are concerned with in this chapter.

On the basis of the fact that other content words may also appear in predicate, argument and modifier functions, it was suggested in §5.4.1 that the syntactic uniformity hypothesis for content words is also justified for Northern Alta: since all content words may appear in the same positions, they are not classified into different syntactic categories. However, we saw in §5.4.2 that content words may be divided by mlo morphological criteria. On the basis of the two following properties, we defined V-words as distinct from other content words:

1. V-words carry a voice affix
2. V-words may inflect for aspect

Thus, V-words form a major (morphological) class of content words, distinct from the second major class which we named U-words.

V-words can be further subclassified on the basis of the set of affixes they take. We distinguish four main types of V-words: non-derived words, Potentive words, Stative words and Causatives. For Tagalog, Himmelmann (2004, p.9) distinguishes stative words from dynamic words on the basis of morphological criteria: “Stative is a marked category in two regards. On the one hand, it is marked in the superficial morphological sense of involving
more morphological marking than nonstatives, at least in Locative and Conveyance voice. On the other hand, it is marked in the functional sense of being the marked member in a binary opposition.” Considering his first criterion, and on the basis of the morphology of Northern Alta Locative voice words and Conveyance voice words, we assume that non-derived words are the most basic category, given that in the Locative and Conveyance voices, Potentive, Stative and Causative words involve more morphological marking than the forms classified as non derived.

7.2 Non-derived V-words

Non-derived V-words are characterized by carrying one of the affixes appearing in Table 7.1 below. As shown in Table 7.9 they may inflect for perfective and progressive aspect. Non-derived words involve the expression of an actor that is volitional and in control of the event. Certain <um> words (see §7.2.1) constitute an exception in that they may also take no participant at all or in that they may take an actor that is not in full control (see example 6.5).

Actor voice non-derived V-words take an Absolutive actor and may take an Oblique undergoer. In the Undergoer voices, non-derived V-words take a Genitive actor, an Absolutive undergoer, and they may also take an Oblique argument, expressing an undergoer role.

Table 7.1 shows the main types of non-derived V-words, and provides one example per voice. Each voice is further explored in the subsections below. The aspectual inflection of non-derived V-words is explored in §7.2.7

Table 7.1 Voice affixation of non-derived V-words

<table>
<thead>
<tr>
<th>Voice</th>
<th>Affix</th>
<th>Example</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor voice (AV)</td>
<td>&lt;um&gt;/</td>
<td>&lt;um&gt;e'ay /ʔ&lt;um&gt;eʔʔaj/ ‘to go’</td>
<td>§7.2.1</td>
</tr>
<tr>
<td></td>
<td>/&lt;um&gt;/</td>
<td>men-tanem /men-tanem/ ‘to plant’</td>
<td>§7.2.2</td>
</tr>
<tr>
<td></td>
<td>men-</td>
<td>meng-alap /manʔ-alap/ ‘to catch something’</td>
<td>§7.2.3</td>
</tr>
<tr>
<td></td>
<td>/mεn-/-</td>
<td>alap-en /ʔalap-en/  ‘to get something’</td>
<td>§7.2.4</td>
</tr>
<tr>
<td>Patient voice (PV)</td>
<td>-en</td>
<td>-en/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/-en/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
One and the same root does not necessarily occur in distinct voice categories, with the different voice affixes listed in Table 7.1. Some roots may occur in several categories, as for example the root *alap* ‘get, catch’. The corpus mostly contains occurrences of the Patient voice form *alapen*, a small number of occurrences of the Actor voice form mengalap, three occurrences of the Conveyance voice form *ialap* and one single occurrence of the Actor voice *umalap*. Other roots however occur in more limited voice categories. For example the root *ngoa‘* ‘name’ most often occurs in Locative voice form *ngoa‘*.

### 7.2.1 Actor voice <um> words

Actor voice <um> /<um>/ words may form clauses in which they take no argument at all. They may also form clauses in which they take one or two arguments. Table 7.2 summarizes the possible valency patterns of <um> words.

<table>
<thead>
<tr>
<th>Valency</th>
<th>Case and role of Argument/s</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>--</td>
<td>7.1</td>
</tr>
<tr>
<td>1</td>
<td>Absolutive (actor)</td>
<td>7.2, 7.4, 7.5, 7.6</td>
</tr>
<tr>
<td></td>
<td>Unmarked Phrase (actor)</td>
<td>7.3</td>
</tr>
<tr>
<td>2</td>
<td>Absolutive (actor)</td>
<td>6.70, 5.238</td>
</tr>
<tr>
<td></td>
<td>Oblique (undergoer)</td>
<td></td>
</tr>
</tbody>
</table>

Actor <um> words may form clauses in which there are no arguments. In these clauses they refer to meteorological events:

(7.1) pag awon um‘udden, awon siya pwede a ilipat

`pag <um>'-uddon
if not exist <AV>RDP-rain

?awun=siya pwidi ?a ?i-lipad

221
not.exist=3s.ABS can LK CV-transfer
‘if it is not raining it is not possible to transplant it’ (94.256)

Actor <um> words may form clauses in which they take one argument, which is either an Absolutive argument (as in 7.2) or an Unmarked Phrase (7.3). In both examples the Actor <um> word expresses a change of state:

(7.2)  dinom’el nen in ana’
   <d<in><um>aʔal=nan ʔin ʔana? <PRF><AV>big=already ABS child
   ‘the child grew up’ (76.094)

(7.3)  binoma’ik nen waget-i
   <b<in><um>aʔik=nɛ waget=i <PRF><AV>small=already water=SPEC
   ‘water got scarce/smaller’ (100.515)

In clauses with one argument, Actor voice <um> words may express motion (as in examples 7.4 and 7.5), in which case the single argument expresses the actor role.

(7.4)  ‘umali ‘ad, wadi, ma’unad say, menginad itad
   ?<um>ali=?a=d wadi maʔuna=d=saj <AV>come=2s.ABS=d younger.sibling say=d=DIST.DEM.LOC
   men-ginan=d=ʔitam=d
   AV-run=d=1pi.ABS=d
   ‘come, brother, I said to them, let’s run’ (100.310)

(7.5)  bagay, tanghalid dumateng tiyama miyu at mengan
   bagaj tǎŋhali=d <um>aʔan tijama=miju ?at menʔ-an then noon=d <AV>arrive ABS.father=2p.Gen and AV-eat
   ‘then, at noon, your father comes and eats’ (61.39)

As the Examples (7.4) and (7.6) show, <um> words can be used to express commands.

(7.6)  ha, tumbag ’a!
Actor voice \(<um>\) words may also take two arguments: an Absolutive actor and an undergoer marked in the Oblique case. Examples of this type are words like *bumili* ‘to buy’ (see Example 6.70) or the word *lumemya* ‘to wake’ (Example 6.103).

Finally, the infix \(<um>\) may also be used with the irregular content word *budi* ‘want’, which in its unaffixed form takes a Genitive actor and an Absolutive undergoer and thus behaves like an Undergoer voice form. In contrast with the unaffixed form, the word *bumudi* takes an Absolutive actor and an Oblique-marked undergoer:

\[
(7.7) \quad \text{anon'a a binomudi ti awon te tarrabaho? ma'unad ti Don Pepe} \\
\text{?anun=?a} \quad ?a \quad \text{b}<\text{in}>\text{<um>udi} \\
\text{why=2s.ABS} \quad \text{LK} \quad <\text{PRF}>\text{<AV>want} \\
\text{ti} \quad \text{?awun te tarrabahu ma?una=d ti dunpipi} \\
\text{OBL not.exist NSP work say=d ABS Don.Pepe} \\
\text{‘why did you love the one who does not have a job? said Don Pepe’ (53.55)}
\]

Table 7.3 provides a number of examples of Actor voice \(<um>\) words:

<table>
<thead>
<tr>
<th>Semantic Type</th>
<th>Examples</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>meteorological</td>
<td>um’udd(\text{den}/?&lt;\text{um}&gt;-?\text{-udd}(\text{den}/)</td>
<td>to be raining(^{29})</td>
</tr>
<tr>
<td></td>
<td>dumdal(\text{alam}/d&lt;\text{um}&gt;-d-alam/)</td>
<td>to be getting dark</td>
</tr>
<tr>
<td>change of state</td>
<td>dum’(\text{el}/dum??e(\text{el}/)</td>
<td>to become big, to grow</td>
</tr>
<tr>
<td></td>
<td>buma’i(\text{k}/buma(\text{i}&lt;\text{ik}/)</td>
<td>to become small/scarce</td>
</tr>
<tr>
<td></td>
<td>uming(\text{el}/?&lt;\text{um}&gt;i(\text{ŋe}(\text{l}/)</td>
<td>to get angry</td>
</tr>
<tr>
<td></td>
<td>lumemy(\text{a}/&lt;\text{um}&gt;әmja/)</td>
<td>to wake</td>
</tr>
<tr>
<td></td>
<td>pumoti /p&lt;\text{um}&gt;uti/</td>
<td>to become white</td>
</tr>
</tbody>
</table>

\(^{29}\) Some forms in this table show progressive aspect C reduplication (§7.2.7.3) and for this reason, they are translated with English gerundives.
<table>
<thead>
<tr>
<th>action</th>
<th>/ʔ&lt;um&gt;ali/</th>
<th>umali</th>
<th>to come</th>
</tr>
</thead>
<tbody>
<tr>
<td>dumateng</td>
<td>/d&lt;um&gt;atəŋ/</td>
<td>dumateng</td>
<td>to arrive</td>
</tr>
<tr>
<td>tumbag</td>
<td>/t&lt;um&gt;bag/</td>
<td>tumbag</td>
<td>to reply</td>
</tr>
<tr>
<td>bumili</td>
<td>/b&lt;um&gt;ili/</td>
<td>bumili</td>
<td>to buy</td>
</tr>
<tr>
<td>other</td>
<td>/b&lt;um&gt;udi/</td>
<td>bumudi</td>
<td>to want</td>
</tr>
</tbody>
</table>

### 7.2.2 Actor voice men- words

Actor *men-*/men-* words express an action related to the root, which is durative and lacks an inherent terminal point. Actor *men-* words take one argument, marked in the Absoutive case. The prefix *men-* undergoes regressive assimilation with the first consonant of the root it is attached to (see §3.2.1.1).

(7.8) \text{menla’ad ami ti papa’asi}  
\text{\textit{men-la?ad}=ʔami ti papa?as=i}  
\text{AV-walk=1pe.ABS LOC morning=SPEC}  
‘we walk in the morning’ (60.10)

(7.9) \text{mengamas sid, oma de ‘in sigudo}  
\text{\textit{man-gamas}=sid ʔuma=de=ʔin}  
\text{AV-weed=3p.ABS farm=3p.GEN=PROX.DEM.LOC maybe}  
‘they weed, that is probably their land’ (109.142)

(7.10) \text{mengalaw sid ti bola-i}  
\text{\textit{man-galaw}=sid ti bula=ʔi}  
\text{AV-play=3s.ABS OBL ball=SPEC}  
‘they play with a ball’ (109.189)

In contrast with the preceding examples, in which the actors are human, in the next example the actor of the *men*-word is a plant.

(7.11) \text{menbudde’ siya, tapos mengiyan inad a ‘elan}  
\text{\textit{man-budde’}=sija tapus menj-ʔijan=ʔina=d ?a ?ʔelan}  
\text{AV-flower=3s.ABS then AV-fruit=MED.DEM.ABS=d LK all}  
‘it flowers, then it starts bearing all the fruits’ (94.173)
Actor *men*- words can take a second argument, which is marked in Oblique or Locative case (see §6.4.1.1 and §6.5.1) and carries an undergoer role. In the example below, the second argument is marked with the Locative case and expresses definite undergoer.

(7.12)  mentanod ami ni Emel

\[
\text{men-tanud}=\text{?ami=d} \quad \text{ni} \quad ?\text{imil}
\]

\[
\text{AV}\text{-wait=1pe.ABS=d} \quad \text{LOC} \quad \text{Emel}
\]

’we wait for Emel’ (86.133)

Table 7.4 provides additional examples of Actor voice *men*- words:

<table>
<thead>
<tr>
<th>Examples</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>men’oma</em> /men-ʔuma/</td>
<td>to farm</td>
</tr>
<tr>
<td><em>menla’ad</em> /men-laʔad/</td>
<td>to walk</td>
</tr>
<tr>
<td><em>mentanod</em> /man-tanud/</td>
<td>to wait</td>
</tr>
<tr>
<td><em>menbilay</em> /man-bilaj/</td>
<td>to live</td>
</tr>
<tr>
<td><em>menpolung</em> /man-pulun/</td>
<td>to talk</td>
</tr>
<tr>
<td><em>menlati</em> /man-lat/</td>
<td>to collect rattan</td>
</tr>
<tr>
<td><em>mendidus</em> /man-dilus/</td>
<td>to swim</td>
</tr>
<tr>
<td><em>menledep</em> /man-lidêp/</td>
<td>to dive</td>
</tr>
<tr>
<td><em>mengigi</em> /man-gigi/</td>
<td>to grind teeth</td>
</tr>
<tr>
<td><em>menbudde</em> /man-budda/</td>
<td>to bloom</td>
</tr>
</tbody>
</table>

**7.2.3 Actor voice *meng*- words**

Actor *meng*- /menj/ words express distributive or repeated actions. Words carrying the prefix *meng*- take an Absolutive case-marked actor and also take an argument marked in the Oblique case. The actor of *meng*- words may be human (7.13), or non-human, as in (7.14). The prefix *meng*- triggers nasal substitution when attached to roots starting with the obstruents b, p, k, g and ? (see §3.2.4).

(7.13)  tiyama, isay ta mudung, mengaludu, mengalap ti laman
tijama ʔisaj ta muduŋ məŋ-ʔaludu
ABS.father be.at LOC mountain AV-hunt

məŋ-ʔalap ti laman
AV-get OBL wild.pig
‘my father, he was on the mountain, hunting, catching wild pigs’ (39.07)

(7.14) tanodan mo ti tatlo-i a bulan mengiyan nen siya ti ado-i
tanud-an=mu ti tatlu=i ?a bulan
wait-LV=2s.GEN OBL four=SPEC LK month

məŋ-ʔijan=nen sija ti ?adu=i
AV-fruit=already 3s.ABS OBL many=SPEC
‘you wait for three months and it already bears a lot (of fruits)’ (94.390)

Table 7.5 provides examples of Actor voice meng- words.

<table>
<thead>
<tr>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mengaludu /məŋ-ʔaludu/</td>
<td>to hunt</td>
</tr>
<tr>
<td>mengaso /məŋ-ʔasu/</td>
<td>to hunt (with dogs)</td>
</tr>
<tr>
<td>mengoriente /məŋ-kurjinti/</td>
<td>to fish (with iron rod)</td>
</tr>
<tr>
<td>menpeltag /məŋ-pəltag/</td>
<td>to spear</td>
</tr>
<tr>
<td>mengotan /məŋ-ʔutan/</td>
<td>to borrow from</td>
</tr>
<tr>
<td>menginta /məŋ-ʔinta/</td>
<td>to see something</td>
</tr>
<tr>
<td>mengaliyo /məŋ-ʔaliju/</td>
<td>to search something</td>
</tr>
<tr>
<td>mengated /məŋ-ʔatad/</td>
<td>to give someone</td>
</tr>
<tr>
<td>mengan /məŋ-ʔan/</td>
<td>to eat</td>
</tr>
<tr>
<td>mengalap /məŋ-ʔalap/</td>
<td>to catch something</td>
</tr>
<tr>
<td>mengolas /məŋ-ʔulas/</td>
<td>to wash something</td>
</tr>
<tr>
<td>mengut’ut /məŋ-ʔut’ut/</td>
<td>to dig</td>
</tr>
<tr>
<td>mengyari /məŋ-jari/</td>
<td>to happen</td>
</tr>
<tr>
<td>mengiyan /məŋ-ʔijan/</td>
<td>to bear fruit</td>
</tr>
</tbody>
</table>
7.2.4 Patient voice -en words

Patient -en /-en/ words take two arguments, a Genitive actor and an Absolutive undergoer. As explained in §6.2.2.1, the undergoer may be more or less affected and express various semantic roles such as patient, theme or stimulus.

(7.15) pero alapen e’ ni Don Pepe
piru ʔalap-әʔ ni dünpi
but get-PV=1s.ABS GEN Mr.Peve
‘but Mr. Pepe held me’ (53.54)

More examples of clauses containing Patient -en words are provided in Sections §4.3.1.2.1 and §6.2.2.1. In addition, Table 7.6 provides examples of Patient voice -en words, and indicates the semantic categories they belong to.

<table>
<thead>
<tr>
<th>Semantic Type</th>
<th>Examples</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>aloben /ʔalub-әn/</td>
<td>to smell something</td>
</tr>
<tr>
<td></td>
<td>tangalen /танal-әn/</td>
<td>to look at something</td>
</tr>
<tr>
<td></td>
<td>pansinen /phansin-әn/</td>
<td>to pay attention to something</td>
</tr>
<tr>
<td>Cognition</td>
<td>isipen /ʔisip-әn/</td>
<td>to think about something</td>
</tr>
<tr>
<td></td>
<td>annolen /ʔannul-әn/</td>
<td>to know something/someone</td>
</tr>
<tr>
<td></td>
<td>buden /budi-әn/</td>
<td>to want something</td>
</tr>
<tr>
<td>Communication</td>
<td>tangapen /tangap-әn/</td>
<td>to accept someone</td>
</tr>
<tr>
<td></td>
<td>libangen /libaŋ-әn/</td>
<td>to entertain someone</td>
</tr>
<tr>
<td></td>
<td>uyogen /ʔujug-әn/</td>
<td>to mock someone</td>
</tr>
<tr>
<td>Transfer</td>
<td>unoden /ʔunud-әn/</td>
<td>to follow someone</td>
</tr>
<tr>
<td></td>
<td>damolagen /damulag-әn/</td>
<td>to chase something/someone</td>
</tr>
<tr>
<td></td>
<td>lokmaten /лukmat-әn/</td>
<td>to remove something</td>
</tr>
<tr>
<td></td>
<td>eg’angen /ʔagʔaŋ-әn/</td>
<td>to remove something</td>
</tr>
<tr>
<td></td>
<td>guyoden /gjud-әn/</td>
<td>to pull something</td>
</tr>
</tbody>
</table>
### 7.2.5 Locative voice -an words

Locative -an /-an/ words take two arguments: a Genitive actor and an Absolutive undergoer. In clauses with predicates headed by Locative –an words, the Absolutive argument may express various semantic roles, which are described and exemplified in §6.2.2.2.

\[(7.16)\] \[\text{sā'latan de dla yay ti begas-i} \]
\[\text{saʔlat-an=de=dla=jaj ti bēgas=i} \]
\[\text{barter-LV=3p.GEN=just=DIST.DEM.ABS OBL rice=i} \]

‘they just traded for some rice’ (88.362)

As shown in §6.4.1.2, some -an words may take three arguments. Examples (6.73, 6.75) show -an words taking a Genitive actor, an Absolutive recipient and and Oblique case-marked theme. Additional examples of clauses containing Locative -an words are provided in §4.3.1.2.2. Finally, Table 7.7 below provides examples of Locative voice -an words.

#### Table 7.7 Examples of Locative voice -an words

<table>
<thead>
<tr>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>soliyan /suli-an/</td>
<td>to return somewhere</td>
</tr>
<tr>
<td><em>puledan</em> /puləd-an/</td>
<td>to sleep somewhere</td>
</tr>
<tr>
<td><em>bi'nan</em> /biʔen-an/</td>
<td>to approach someone</td>
</tr>
<tr>
<td><em>kabitan</em> /kabit-an/</td>
<td>to attach somewhere</td>
</tr>
<tr>
<td><em>ta'bonan</em> /taʔbun-an/</td>
<td>to cover something</td>
</tr>
<tr>
<td><em>puluputan</em> /puluput-an/</td>
<td>to roll a string around something</td>
</tr>
<tr>
<td><em>atdan</em> /ʔaʔed-an/</td>
<td>to give someone</td>
</tr>
<tr>
<td><em>payongan</em> /pajuŋ-an/</td>
<td>to build for someone</td>
</tr>
<tr>
<td><em>palitan</em> /palit-an/</td>
<td>to exchange with someone</td>
</tr>
<tr>
<td><em>sa'latan</em> /saʔlat-an/</td>
<td>to exchange with someone</td>
</tr>
<tr>
<td><em>tolongan</em> /tuluŋ-an/</td>
<td>to help someone</td>
</tr>
<tr>
<td><em>itan</em> /ʔinta-an/</td>
<td>to look at something/someone</td>
</tr>
<tr>
<td><em>ali'sapan</em> /aliʔsap-an/</td>
<td>to forget something</td>
</tr>
<tr>
<td><em>tanda'an</em> /tanda-an/</td>
<td>to remember something</td>
</tr>
<tr>
<td><em>bantayan</em> /bantaj-an/</td>
<td>to guard something</td>
</tr>
<tr>
<td><em>tanodan</em> /tanud-an/</td>
<td>to wait for something</td>
</tr>
<tr>
<td><em>ngo'an</em> /ŋuʔ-an/</td>
<td>to call someone</td>
</tr>
<tr>
<td><em>biddan</em> /bidde-an/</td>
<td>to scold someone</td>
</tr>
<tr>
<td><em>baybayan</em> /baibaj-an/</td>
<td>to guide someone</td>
</tr>
<tr>
<td><em>ut'utan</em> /ʔutʔut-an/</td>
<td>to excavate something</td>
</tr>
<tr>
<td><em>linisan</em> /linis-an/</td>
<td>to clean something</td>
</tr>
<tr>
<td><em>ulasan</em> /ʔulas-an/</td>
<td>to wash something</td>
</tr>
<tr>
<td><em>sabdulan</em> /sabdul-an/</td>
<td>to sprinkle water on something</td>
</tr>
<tr>
<td><em>ta'buwan</em> /taʔbu-an/</td>
<td>to pour water on something</td>
</tr>
</tbody>
</table>

### 7.2.6 Conveyance voice *i*-words

Conveyance *i*-words take a Genitive agent, and an Absolutive argument expressing an entity that is moved through space, given to someone, said to someone, or undergoing a change of state (theme), or an entity that is used for something (instrumental).

(7.17) meiwadded man sid a meʔalap a lama, siya yay ibenta mi sela
majwadde=d=man=sid a meʔ-ʔalap ?a laman
As shown in §6.4.1.2, some Conveyance voice i-words can take three arguments. Examples (6.74) and (6.109) show examples of i-words with a Genitive agent, an Absolutive theme and an Oblique case-marked recipient. Additional examples of clauses containing Conveyance voice i-words are provided in Sections §4.3.1.2.3 and §6.2.2.3. Table 7.8 below provides examples of Conveyance voice words.

Table 7.8 Examples of Conveyance voice i-words

<table>
<thead>
<tr>
<th>Semantic Type</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer</td>
<td>ilipad /ʔi-lipad/</td>
<td>to transfer something</td>
</tr>
<tr>
<td></td>
<td>isome /ʔi-sumə/</td>
<td>to hide something</td>
</tr>
<tr>
<td></td>
<td>itanem /ʔi-tanəm/</td>
<td>to plant something</td>
</tr>
<tr>
<td></td>
<td>ihakot /ʔi-hakut/</td>
<td>to collect something</td>
</tr>
<tr>
<td></td>
<td>isako /ʔi-saku/</td>
<td>to put something in a sack</td>
</tr>
<tr>
<td></td>
<td>iyelwas /ʔi-elwas/</td>
<td>to take something across</td>
</tr>
<tr>
<td></td>
<td>itinda /ʔi-tinda/</td>
<td>to sell something</td>
</tr>
<tr>
<td></td>
<td>ibenta /ʔi-binta/</td>
<td>to sell something</td>
</tr>
<tr>
<td></td>
<td>isurrender /ʔi-surindir/</td>
<td>to surrender</td>
</tr>
<tr>
<td></td>
<td>ikarga /ʔi-karga/</td>
<td>to load something</td>
</tr>
<tr>
<td></td>
<td>isakay /ʔi-sakaj/</td>
<td>to ride something on a vehicle</td>
</tr>
<tr>
<td></td>
<td>ipalit /ʔi-palit/</td>
<td>to trade something</td>
</tr>
<tr>
<td></td>
<td>ikabit /ʔi-kabit/</td>
<td>to attach something</td>
</tr>
<tr>
<td></td>
<td>iyedpen /ʔi-ədpen/</td>
<td>to place something</td>
</tr>
<tr>
<td>Voice</td>
<td>Basic form</td>
<td>Perfective</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>AV</td>
<td>&lt;um&gt; /&lt;um&gt;/</td>
<td>&lt;in&gt;&lt;um&gt; /&lt;ʔinum&gt;/</td>
</tr>
<tr>
<td>AV</td>
<td>men- /man-</td>
<td>m&lt;in&gt;en- /m&lt;in&gt;ʔen-/</td>
</tr>
<tr>
<td>AV</td>
<td>meng- /manŋ-</td>
<td>m&lt;in&gt;eng- /m&lt;in&gt;ʔŋ-/</td>
</tr>
</tbody>
</table>

7.2.7 Aspect inflection of non-derived V-words

Table 7.19 below summarizes the aspectual inflection non-derived V-words. The column Basic form provides the affixes for the Actor and Undergoer voices. The Perfective and Progressive columns show the position of the affixes or reduplicated segments in relation to each voice affix. Tables 7.10 and 7.11 provide words inflected for perfective and progressive aspects and are followed by examples.
7.2.7.1 Basic forms

Aspect unmarked forms are formed by adding a voice affix to the root. The meanings of the aspect-unmarked forms are described in Sections §7.2.1 - §7.2.6.

7.2.7.2 Perfective aspect

Perfective aspect is marked by adding the perfective infix $<\text{in}>$ to the voice-marked forms presented in the preceding section. As Table 7.10 shows, perfective Patient voice forms are unmarked for voice, and thus do not carry the PV suffix $–\text{en}$. The table provides one perfective example per voice form, and indicates the placement of the perfective infix $<\text{in}>$ in relation to the voice affix.

Table 7.10 Perfective aspect of non-derived V-words

<table>
<thead>
<tr>
<th>Voice</th>
<th>Stem</th>
<th>Perfective Affixation</th>
<th>Perfective form</th>
<th>Perfective meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV</td>
<td>dumateng /d&lt;um&gt;atəŋ/</td>
<td>$&lt;\text{in}&gt;$&lt;um&gt;/</td>
<td>dinumateng /d&lt;in&gt;&lt;um&gt;atəŋ/</td>
<td>arrived</td>
</tr>
<tr>
<td>AV</td>
<td>mensanga /məŋ-sᵃŋə/</td>
<td>m&lt;in&gt;&lt;en&gt;/</td>
<td>minensanga /m&lt;in&gt;en-sᵃŋə/</td>
<td>married</td>
</tr>
<tr>
<td>AV</td>
<td>menginta /məŋ-ʔinta/</td>
<td>m&lt;in&gt;&lt;eng&gt;/</td>
<td>minenginta /m&lt;in&gt;ʔinta/</td>
<td>saw someone</td>
</tr>
<tr>
<td>AV</td>
<td>mengitudu /məŋ-ʔitdu/</td>
<td>m&lt;in&gt;&lt;engi&gt;/</td>
<td>minengitudu /m&lt;in&gt;ʔi-tdu/</td>
<td>taught someone</td>
</tr>
<tr>
<td>PV</td>
<td>alapen /ʔalap-əŋ/</td>
<td>$&lt;\text{in}&gt;$/</td>
<td>inalap /ʔ&lt;in&gt;alap/</td>
<td>got something</td>
</tr>
<tr>
<td>LV</td>
<td>tanda’an /tanda-an/</td>
<td>$&lt;\text{in}&gt;$..-an</td>
<td>tinanda’an /t&lt;in&gt;anda-an/</td>
<td>remembered something</td>
</tr>
</tbody>
</table>
umalang ten si’aw ay dinumateng ti’sen
since when 2s PM <PRF><AV>arrive PROX.DEM.LOC
‘since the moment you arrived here’ (20.02)

si’en ay papa’as a minensanga
1s PM early LK AV<PRF>-spouse
‘as for me, I got married early’ (39.17)

minenginta e’ man ti ettase a debdi
m<in>an-ʔinta=ʔ=man AV<PRF>-see=1s.ABS.CNTR OBL one
‘I saw again a girl’ (68.28)

bagay inalap de in hanbang
then <PRF>get=3p.GEN ABS handbag
‘then, they took the handbag’ (61.26)

kaya tinanda-an mi i’yay a istoria
so <PRF>remember-LV=1pe.GEN DIST.DEM LK story
‘so we remembered that story’ (52.167)

mengalap in laman, siya yay inibilay na di’ami
mėn-ʔalap ʔin laman sija=jaj
AV-get ABS wild.pig 3s=DIST.DEM
‘hunting the wild pig, that is what he did to sustain us with’ (39.08)
7.2.7.3 Progressive aspect

The encoding of the progressive aspect is different throughout the voice alternations and may involve reduplication and afixation. In Actor voice <um> words, the progressive aspect is encoded with the initial C reduplication of the root. The reduplicated consonant is placed between the <um> infix and the root. As shown by forms like um'udden /ʔumʔudden/ (Example 7.1) a glottal onset participates in C reduplication. Actor voice men- words indicate the progressive aspect with initial CV reduplication of the root. The reduplicated segment is placed between the men- prefix and the root. The expression of the progressive aspect with Actor voice meng- words requires further research.

In both Patient and Locative voices, the progressive aspect is indicated by the afix eC- /ʔeC-/, in which C indicates the reduplication of the initial consonant of the root. Conveyance voice forms indicate reduplication by inserting the infix <eC>/ʔeC>/ between the CV prefix i- and the root30. As indicated in Table 7.12 below, the sequence /ʔi<eC>-/, which contains the CV prefix i- and progressive infix /ʔeC>/ is phonetically realized as [ʔiʔeC-]. In the case of the Undergoer voices a glottal onset also participates in the C reduplication.

### Table 7.11 Progressive aspect of non-derived V-words

<table>
<thead>
<tr>
<th>Voice</th>
<th>Stem</th>
<th>Progressive</th>
<th>Progressive form</th>
<th>Progressive meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV</td>
<td>dumateng</td>
<td>&lt;um&gt;C</td>
<td>dumdateng</td>
<td>arriving</td>
</tr>
<tr>
<td></td>
<td>/dumatәŋ/</td>
<td>/&lt;um&gt;C/</td>
<td>/d&lt;um&gt;d-әŋ/</td>
<td></td>
</tr>
<tr>
<td>AV</td>
<td>mensiya</td>
<td>men-CV</td>
<td>mensisiya</td>
<td>regretting</td>
</tr>
<tr>
<td></td>
<td>/mensija/</td>
<td>/men-CV/</td>
<td>/man-si-sija/</td>
<td></td>
</tr>
<tr>
<td>PV</td>
<td>alapen</td>
<td>eC-….en</td>
<td>e”alapen</td>
<td>getting</td>
</tr>
<tr>
<td></td>
<td>/ʔalapen/</td>
<td>/ʔeC-….en/</td>
<td>/ʔe-ʔalap-en/</td>
<td></td>
</tr>
<tr>
<td>LV</td>
<td>tudduwan</td>
<td>eC-….an</td>
<td>ettudduwan</td>
<td>teaching</td>
</tr>
<tr>
<td></td>
<td>/tudduan/</td>
<td>/ʔeC-….an/</td>
<td>/ʔe-tuddu-an/</td>
<td></td>
</tr>
<tr>
<td>CV</td>
<td>tanem</td>
<td>i-ʔeC-</td>
<td>iyettanem</td>
<td>planting</td>
</tr>
<tr>
<td></td>
<td>/ʔitanem/</td>
<td>/ʔi-ʔeC-/ [ʔiʔeC-]</td>
<td>/ʔi-ʔet-tanem/</td>
<td></td>
</tr>
</tbody>
</table>

(7.25) ti lingo’an yay a dumdateng
       ti liŋu=ʔan=ŋaj ʔa d<um>-dәŋ

---

30 An alternative analysis is one where the CV prefix is added to a stem that is already reduplicated with progressive aspect, so that infixation always occurs after the initial consonant (Lawrence Reid, personal communication, September 2018)
OBL  sunday=quotative=DIST.DEM.ABS  LK  <um>RDP-arrive
'she is supposed to be coming this Sunday' (88.59)

(7.26)  kaya mensisiya’ man, awon te megagawi
kaja  man-si-sija=ʔ=man  ?awun  te  me-gagawi
thus  AV-RDP-cry=1s.ABS=CNTR  not.exist  NSP  POT.PV-do
'so I am regretting that I don’t have anything to do' (15.17)

(7.27)  e”alapen na in karga ni’nay
ʔaC-ʔalap-en=na  ʔin  karga  niʔnai
PRG-get-PV=3s.GEN  ABS  current  DIST.DEM.GEN
‘he is getting the electricity from that one’ (104.459)

(7.28)  et-todu-an ’o sela sid
ʔaC-tudu-an=ʔu=sila  ʔaj  sid
PRG-teach-LV=1s.GEN=also  3s.ABS
‘I am also teaching them (the Alta language)' (49.61)

(7.29)  diya’yay ay i’en ay iyettanem/ ittanem mi ti oma-i
dijaʔaj  ʔaj  ʔiʔiʔn  ʔaj  ʔiʔaC-tanəm=mi
now  INTJ  PROX.DEM  PM  CV-PRG-plant=1pe.GEN

  ti  ʔuma=ʔi
OBL  swidden=SPEC
‘and now, this one is the one we are planting in the farm’ (94.188)

7.3 Potentive V-words

Potentive V-words carry one of the affixes appearing in Table 7.12 below. In addition, as shown in Table 7.13, Potentive words may inflect for perfective aspect. Potentive words indicate that the actor is not volitional or not in full control of the action. Another possible reading of Potentive words is that the actor has the ability to perform an action.

In the same way as non-derived words, Actor voice Potentive words may take an Absolutive actor and an Oblique undergoer. Potentive words in Undergoer voices take a Genitive actor,
an Absolutive undergoer, and they may also take an Oblique argument, expressing an undergoer role.

Table 7.12 below shows the possible voice formations of Potentive words and provides one example per voice. The table is followed by a number of example sentences containing Potentive words in the different voices, as well as the forms inflected for perfective aspect. The expression of progressive aspect in Potentive words requires further investigation.

<table>
<thead>
<tr>
<th>Voice</th>
<th>Affix</th>
<th>Example</th>
<th>Meaning</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV</td>
<td>me’e-</td>
<td>me’e-inom</td>
<td>to be able to drink</td>
<td>§7.4.1</td>
</tr>
<tr>
<td></td>
<td>/meʔa/</td>
<td>/meʔaʔʔinum/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PV</td>
<td>me-</td>
<td>me’-alap</td>
<td>to be able to catch something</td>
<td>§7.4.2</td>
</tr>
<tr>
<td></td>
<td>/me-/</td>
<td>/meʔʔalap/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LV</td>
<td>me...-an</td>
<td>me’aliyu’an</td>
<td>to be able to look for something</td>
<td>§7.4.3</td>
</tr>
<tr>
<td></td>
<td>/me...-an/</td>
<td>/meʔaliyuʔʔan/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CV</td>
<td>me’i-</td>
<td>me’but</td>
<td>to be able to transfer</td>
<td>§7.4.4</td>
</tr>
<tr>
<td></td>
<td>/meʔi/-</td>
<td>/meʔi-but/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7.3.1 Potentive Actor voice me’e- words

(7.30)  
挂安 me’epidot nen sid ti ginto-i, paletan ded yay ti syoktong-i  
hangan meʔa-pidu=tan=sid ti ginto=i  
even POT.AV-collect=already=3p.ABS OBL gold=SPEC  
palit-an=de=d=jaj ti sijuktun=i  
trade-LV=3p.GEN=d=DIST.DEM.ABS OBK rice.wine=SPEC  
‘even if they manage to get some gold, they trade it for rice wine’ (103.308)

(7.31)  
me’e’intindi e’ sela ti pengagawi-i ti beli-i  
meʔaʔ-ʔintindi=eʔ=sila ti pen-gagawi=i  
POT.AV-understand=1s.ABS=also OBL GER-make=SPEC  
ti beli=i  
OBL house=SPEC
‘I also understand the making (process) of a house’ (69.63)

(7.32) bagay awon me’e’inom ti gamot-i, ay pumpati

\[
\text{bagaj} \quad \text{awun} \quad \text{me-n}\text{inum} \quad \text{ti} \quad \text{gamut} \quad \text{aj}
\]

when not.exist POT.AV-drink OBL medicine=SPEC PM

\[
p<\text{um}>p-\text{ati}
\]

<AV>RDP-faint

‘when (he) does not have the chance to drink his medicine (he) faints’ (39.56)

7.3.2 Potentive Patient voice me- words

(7.33) metanda ‘o gul ina ay

\[
\text{me-tanda} \quad ?u=gul \quad ?ina \quad \text{aj}
\]

POT.PV-remember=1s.GEN=emphasis=PROX.DEM.ABS INTJ

‘I can remember that (the fact that the Alta would share their food’ (92.133)

(7.34) elan a ma’alap aam ti kalikasan-i

\[
?\text{alan} \quad ?a \quad \text{ma-n}\text{alap}=\text{tam} \quad \text{ti} \quad \text{kalikasan} \quad \text{aj}
\]

all LK POT.PV-get=1pi.GEN OBL nature=SPEC

‘all the things we are able to get from nature’ (99.208)

7.3.3 Potentive Locative voice me- -an words

(7.35) hangan dyay a暂缓 advise me'alivo'an

\[
hangan \quad \text{dija} \quad ?a \quad \text{awun}=\text{de}=\text{sipla}
\]

until now not.exist=3p.GEN=still

\[
\text{ma-n}\text{aliyu-an}
\]

POT-search-LV

‘until now they have not been able to look for it’ (103.114)

(7.36) in damat ‘o, awon ‘od me’olasan

\[
?\text{in} \quad \text{damat}=?u \quad \text{awun}=?u=d \quad \text{ma-n}\text{ulas-an}
\]

ABS hand=1s.GEN not.exist=1s.GEN=d POT-wash-LV

‘my hands, I haven’t been able to wash them’ (76.386)
awon sep me'ebu'san 'en
?awun=sip ma?e?-bu?as-an=?in
not.exist=still POT-open-LV=PROX.DEM.ABS
‘this is not yet ready to be opened’ (92.262)

7.3.4 Potentive Conveyance voice me’i- words

dapat na ma'esoli tam sela in umansay a kultura tam
dapat=na me?i-suli=tam=sila
should=already POT.CV-return=1pi.GEN=also

?in ?umansaj ?a kultura=tam
ABS PROX.DEM.SML LK culture=1pi.GEN
‘we too should now be able to transfer such a culture of ours (to the children)’
(100.121)

awon de budi in ma’etudu sid
?awun=də budi ?in me?i-tudu=sid
not.exist=3p.GEN want ABS POT.CV-teach=3s.ABS
‘they do not want the one who can teach them’ (58.54)

7.3.5 Perfective aspect of Potentive words

The perfective aspect is marked by adding the perfective infix <in> to the different Potentive
voice-marked forms presented in the preceding section.

<table>
<thead>
<tr>
<th>Voice</th>
<th>Basic form</th>
<th>Perfective</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV</td>
<td>me’e-</td>
<td>m&lt;in&gt;e’-</td>
<td>mine’edpen</td>
<td>was able to reach</td>
</tr>
<tr>
<td></td>
<td>/maʔe/</td>
<td>/m&lt;in&gt;ʔe/</td>
<td>/m&lt;in&gt;ʔe-ʔe-dpen/</td>
<td></td>
</tr>
<tr>
<td>PV</td>
<td>me-</td>
<td>m&lt;in&gt;e-</td>
<td>mine’ulay</td>
<td>abandoned</td>
</tr>
<tr>
<td></td>
<td>/maʔ-</td>
<td>/m&lt;in&gt;ʔe-</td>
<td>/m&lt;in&gt;ʔe-ʔulaj/</td>
<td></td>
</tr>
<tr>
<td>LV</td>
<td>me’e---an</td>
<td>m&lt;in&gt;e’-</td>
<td>mine’e’itan</td>
<td>was able to see</td>
</tr>
<tr>
<td></td>
<td>/maʔe---an/</td>
<td>/m&lt;in&gt;ʔe-</td>
<td>/m&lt;in&gt;ʔe-ʔinta-an/</td>
<td></td>
</tr>
<tr>
<td>CV</td>
<td>me’i-</td>
<td>mine’i</td>
<td>mine’ibidde</td>
<td>was able to say</td>
</tr>
<tr>
<td></td>
<td>/maʔi-</td>
<td>/m&lt;in&gt;ʔi-</td>
<td>/m&lt;in&gt;ʔi-ʔibidde/</td>
<td></td>
</tr>
</tbody>
</table>
(7.40) kaya ami mina'adpen sed, uwah-i, dite'i
kaja=?ami m<in>aʔa-ɗpen=sin=d
thus=1pe.ABS POT.AV<PRF>reach=PROX.DEM.LOC

ʔuwah=i ditiʔi
thing=SPEC Diteki
'so we were able to reach that place here, Diteki' (100.419)

(7.41) in 'elan a initamen mi say, mina'ulay mid say
ʔin ʔelan ʔa ʔ<in>i-tanem=mi=saj
ABS all LK CV<PRF>-plant=1pe.GEN=DIST.DEM.ABS

m<in>a-ʔulaj=mi=d=saj
POT.PV<PRF>-abandon=1pe.GEN=d=DIST.DEM.ABS
'all the things we had planted there, we abondoned them there' (100.441)

(7.42) pero mine'e'itan nen sid ni kuya Eppeng
piru m<in>aʔa-ʔinta-an=nən=sid
but POT<PRF>-see-LV=already=3s.ABS

ni kuja ʔippəŋ
GEN brother Eppeng
'but kuya Eppeng was able to see them' (77.114)

(7.43) bisa bat awon də mina'ibbide di'am?
bisa=bat ʔawun=də m<in>a-ʔi-bidə diʔam
NEG=Q not.exist=3p.GEN POT.CV<PRF>-say 2p.LOC
'isn't it that they did not say it to you?' (52.78)

7.4 Stative V-words

Stative words are V-words that are characterized by one the affixes appearing in Table 7.15 below. As shown in examples (7.47), (7.53) and (7.56), Stative words may inflect for
perfective aspect by taking the perfective infix \(<in>\). Stative words denote a state of being (as in examples below), or a property (as in examples 4.30, 5.26 or 5.44).

Stative words carrying the prefixes \(me\)- and \(me'e\)- take one argument marked in the Absolutive case, which expresses the experiencer role and may also take an Oblique argument. In Locative and Conveyance voices Stative words may take two arguments: a Genitive experiencer and an Absolutive argument.

Table 7.14 below shows the possible voice formations of Stative words and provides one example per voice. The table is followed by a number of example sentences containing Stative words in the different voices.

<table>
<thead>
<tr>
<th>Affix</th>
<th>Gloss</th>
<th>Example</th>
<th>Meaning</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>(me)-</td>
<td>ST</td>
<td>(me')ant(i)ng(/)m(a)(ʔ)ant(i)nj/</td>
<td>to be scared</td>
<td>§7.5.1</td>
</tr>
<tr>
<td>(me'e)</td>
<td>ST.AV</td>
<td>(me)'el(b)eng(/)m(a)(ʔ)a(l)(b)(a)ŋ/</td>
<td>to be buried</td>
<td>§7.5.2</td>
</tr>
<tr>
<td>(a)-...(an)</td>
<td>ST.LV</td>
<td>(a)'i(ng)el(a)n(/)a(ʔ)-i(ŋ)-(a)l(a)ŋ/</td>
<td>to be angry at someone</td>
<td>§7.5.3</td>
</tr>
<tr>
<td>(i)'a)-</td>
<td>ST.CV</td>
<td>(i)'abil(a)y(/)i(ʔ)-a(l)(b)(a)j/</td>
<td>to be living out of something</td>
<td>§7.5.4</td>
</tr>
</tbody>
</table>

### 7.4.1 Stative \(me\)- words

Stative \(me\)- /\(m\)\(a\)-/ words take an argument to which the experiencer role is assigned. As the examples below show, the argument is marked in the Absolutive case. However, examples (4.10), (4.11) or (5.147), show clauses with predicates headed by Stative \(me\)- words in which the single argument is an Unmarked Phrase. Stative \(me\)- words may also take a second argument, marked in the Oblique case, as shown in (7.46 – 7.47).

\((7.44)\)  
\(\text{me'anting e' baka may ulag sinad}
\(\text{me'\(a\)-\(ʔ\)ant\(i\)nj=\(o\) baka \(\text{maj \(\text{ʔulag=}\) sina=d}}\)
\(\text{ST-fear=1s.ABS maybe have snake=\(\text{MED.DEM.LOC=}d}}\)
\(\text{I am scared, maybe there are snakes there’ (100.264)}\)
me’itnud ami ten pon ni alagyan=i
meʔʔitnud=ʔami ten pun niʔalagjan=i
ST-sit=1pe.ABS OBL tree GEN katmon=SPEC
‘we are sitting on a Katmon tree’ (100.843)

The two following examples are extracted from recording 103 in which an Alta speaker tells a story in which some Alta were digging a hole but at some point, water came out and filled the hole. In (7.46) the hole gets full of water, but the water is unexpressed in the stative predication. Later on, in the recording, the speaker repeats that the hole was filled by water. As Example (7.47) shows, the argument water is marked in the Oblique case:

(7.46) ginomsa waget-i, minetno in ebut, awon mi minalap
g<in><um>-sa waget=i, m<in>-ʔtnu ?in ?ebut
<PRF><AV>flow water=SPEC ST<PRF>-full ABS hole

ʔawun=mi m<in>-ʔalap
not.exist=1pe.GEN POT.PV<PRF>-get
‘the water started to flow, the hole got full, we couldn’t get (what we were looking for)’ (103.30)

(7.47) minetnu ti waget-i
m<in>-ʔtnu ti waget=i
ST<PRF>-full OBL water=SPEC
‘the hole got filled by water’ (103.040)

7.4.2 Stative Actor voice me’e- words

Stative me’e-/meʔʔ-/ words take an Absolutive argument to which the experiencer role is assigned. The semantic differences with me- words require further investigation.

(7.48) sidde me’ennol-i ten me’elbeng sid sen
sidde meʔʔennul=i ten meʔʔelben=sid=sin
3s ST.AV-know=SPEC when ST.AV-bury=3s.ABS=PROX.DEM.LOC
‘they are the ones who know about the ones who are buried here’ (103.095)

(7.49) me’ebbiting na in kardero

241
ST.AV-hang=already ABS pot
‘the pot is already hanging’ (106.140)

(7.50) me’ebi’et am gul man’a’ana’!

‘and you my children are indeed lazy!’

7.4.3 Stative Locative voice a- -an words

Locative a- -an /?a- -an/ words take a Genitive argument to which the experiencer role is assigned. As Examples (7.51) and (7.54) show, if the Absolutive argument is expressed it carries the stimulus role.

(7.51) ay awon ‘od man kaya kasi a’inglan e’ niyama

kasi  ?a-?iŋel-an=ә?  niyama
thus  ST-angry-LV=1s.ABS GEN.father
‘I was not capable (to hunt) so father was angry at me’
(100.173)

(7.52) saka bi’et sid a mengagawi ti delan ni lati-i, ti’sina waget ni Alongo’ongan-i, abī’tan de

saka  biʔat=sid  ?a  men-gagawi ti  delan  ni
and  lazyness=3s.ABS  LK  AV-do  OBL  way  GEN

rattan=SPEC  MED.DEM.LOC  water

ni  ?aλuŋuʔuŋan=l  ?a-biʔat-an=deә
GEN  alungoongan=SPEC  ST-lazyness-LV=3p.GEN
‘and they were lazy to build a path for the rattan camp, there by the Aloongan river, it made them lazy’ (86.106)
Umingan is how we call the mountain there, where the crashed plane lies.

(103.126)

that (the tv) is what makes them have insomnia’ (91.551)

7.4.4 Stative Conveyance voice i’a- words

Stative Conveyance voice i’a /ʔiʔa/ words take a Genitive argument to which the experiencer role is assigned. As Example (7.60) shows, the argument marked in the Absolutive case expresses the semantic role source.

(76.013)

‘when I was still a child we were also sustained by the fishing of my feminine grandparents’
'If I hunt, I get arrested, just because you look for an income, for the family to be sustained' (91.666)

Some words in our corpus show a Stative *ika- prefix, which is most likely borrowed from a neighboring language, given that the Alta reflex of PAn *k is a glottal stop and that Alta already has a Stative Conveyance voice prefix *iʔa- (which contains the expected reflex of PAn *k). The prefix *ika- may have been borrowed from Tagalog. Example (7.59) shows how the prefix *ika- is followed by the Tagalog root *buhay 'life', instead of the Alta equivalent *bilay. Both examples below show that the argument marked in the Genitive case expresses the experiencer role. Example (7.59) also shows that the argument marked in the Absolutive case expresses the semantic role source.

(7.57) pagka minahuli e’, ibilango e’, ti dahil na ngi, ti penhanapbuhay mo-i, ti iye’abilay ni pamilya-i
pagka m<in>e-huli=e?  ?i-bilangu=e?
if POT.PV<PRF>-hunt=1s.ABS  CV-prisoner=1s.ABS

OBL because=already=emphasis

OBL GER-source.of.income=2s.GEN=SPEC

OBL ST.CV<PRF>-life GEN family

(7.58) i’ina penuwah ni halaman i, i’ina dla in ikabilay mi
?iʔina pen-ʔuwah ni halaman=i
PROX.DEM GER-thing GEN plant=SPEC

?iʔina=dla ?in ?ika-bilaj=mi
PROX.DEM=only ABS ST-life=1pe.GEN

‘the what’s-it of plants, it was the only thing that we were living on’ (49.31)

(7.59) ay minatanda’an owi inekabuhay ni magulang owi, diami, ay in pengaludu
?aj m<in>e-tanda-an=u=i  ?<in>iKA-buHAJ
PM POT.PV<PRF>-remember-LV=1s.GEN=SPEC ST<PRF>-life
ni magulang=ʔu=i diʔami,  
GEN parents=1s.GEN=SPEC 1pe.LOC

ʔaj ʔin pəŋ?-ʔaludu  
PM ABS INSTR-hunt

‘I was able to remember that my parents, our parents, were living of (their) hunting tools’ (69.84)

### 7.5 Causative V-words

Words are derived by the Causative prefix *pa-*/*pa-/, which can co-occur with the the voice affixes provided in Table 7.15 below. Like other V-words, Causative words may also inflect for perfective aspect (see Table 7.16).

Words carrying the prefix *pa-* denote causation. Causative words co-occurring with the prefix *men-* take an Absolutive argument expressing the causer of the action and an Oblique argument expressing the causee. In Undergoer voices, Causative words take a Genitive causer, and a Oblique causee. Some Causative words may take a third argument, which is marked in the Absolutive case, and which may express the theme role (see examples 7.64, 7.65 and 7.69).

Table 7.15 shows the possible formation of Causative words and provides one example per voice. The table is followed by examples containing Causative words in different voices.

<table>
<thead>
<tr>
<th>Voice</th>
<th>Basic form</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV</td>
<td>menpa- /man-pa-/-</td>
<td>menpa’an /man-pa-ʔan/</td>
<td>to feed (to have someone eat)</td>
</tr>
<tr>
<td>PV</td>
<td>pa- /pa-/-</td>
<td>palusaw /pa-lusaw/</td>
<td>make something melt</td>
</tr>
<tr>
<td>LV</td>
<td>pe-...-an /pa-...-an/</td>
<td>pasdepan /pa-sdepan/</td>
<td>make someone enter somewhere</td>
</tr>
<tr>
<td>CV</td>
<td>ipa- /ʔipa-/-</td>
<td>ipa’inum /ipa-ʔinum/</td>
<td>make someone drink</td>
</tr>
</tbody>
</table>
(7.60) me'amames 'an siya menpa'an ti awon ni melinis a luto
meʔ-amamesʔ-an=sija men-paʔ-an ti ʔawun
ST-shame=QUOT=3s.ABS AV-CAU-eat OBL not.exist

ni meʔ-linis ʔa lutu
GEN ST-clean LK food
'she appears to be ashamed of feeding someone with food that isn’t clean’ (106.052)

(7.61) pagka may menpagamas, mengamas tena
pagka maj men-pa-gamas men-gamas tina
if have AV-CAU-weeding AV-weeding ABS.mother
‘if there is someone hiring to weed, mother goes to weed’ (76.317)

(7.62) i’en, pwedem ‘en a pelusaw
ʔiʔin pwidi=m=ʔin a pa-lusaw
PROX.DEMLC=1s.GEN=PROX.DEMLCSpLCAU.PV-melt
‘as for this, you can have someone melting it’ (103.158)

(7.63) in aduwan diʔami a Alta, budi ded a pasdepan
ʔin ʔaduwan diʔami ʔa ʔalta budi=de=d
ABS other 1pe.LOC LK Alta want=3p.GEN=d

ʔa pa-sədəp-an
LK CAU-enter-LV
‘some other members of our Alta tribe want to let them (the outsiders) come in’ (103.421)

(7.64) obram siya a ipaʔinom ti anaʔ-i
ʔubra=ma=sija ʔa ʔi-paʔi-num ti ʔanaʔ=ɨ
can=2s.GEN=3s.ABS LK CV-CAU-drink OBL child=SPC
‘you can make the child drink it’ (93.649)

(7.65) ipaʔinta de diʔen in mapa ni Gabaldon at Dikapinisan
ʔi-paʔinta=de diʔen ʔin mapa

246
ni gabaldun ?at dikapinisan
GEN Gabaldon and Dikapinisan
‘they showed me the map of Gabaldon and Dikapinisan’ (82.029)

7.5.1 Perfective aspect of Causative words

Perfective aspect is indicated with the infix <in>, as shown in Table 16:

Table 7.16 Perfective aspect of Causative words

<table>
<thead>
<tr>
<th>Actor voice</th>
<th>Unmarked for aspect</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>menpa- /mәn-pa-/</td>
<td>minenpa- /m&lt;in&gt;әn-pa-/</td>
<td></td>
</tr>
<tr>
<td>Undergoer voices</td>
<td>pa- /pa-/</td>
<td>pina- /p&lt;in&gt;a-/</td>
</tr>
<tr>
<td></td>
<td>pa-...-en /pa-....-әn/</td>
<td>pina-...-en /p&lt;in&gt;a-...-әn/</td>
</tr>
<tr>
<td></td>
<td>pa-...-an /pa-....-an/</td>
<td>pina-...-an /p&lt;in&gt;a-...-an/</td>
</tr>
<tr>
<td></td>
<td>ipa- /ʔipa-/</td>
<td>inipa- /ʔ&lt;in&gt;i-pa-/</td>
</tr>
</tbody>
</table>

(7.66) si’en in minempad’el diya na
siʔen ?in m<in>әn-pa-dʔel dija=na
1s ABS AV<PRF>-CAU-big 3s.LOC=already
‘I was the one who raised her’ (73.20)

(7.67) inumay ami say pina’ay na ami ni Madam Fe
ʔ<in>-um-aj=?ami=saj
<PRF>AV-go=1pe.ABS=DIST.DEM.LOC

p<in>a-ʔaj=na=ʔami ni madam pi
CAU<PRF>-go=already=1pe.ABS GEN Madam Fe
‘we went there, as we were sent by Madam Fe’ (77.128)
(7.68) entetten na sip a pinapati in ama de
¿antettan=na=sip ?a p<in>a-pati-en ?in
almost=3s.GEN=still LK CAU<PRF>-die-PV ABS

¿ama=dè
father=3p.GEN
‘he almost caused the death of their father’ (76.89)

(7.69) inipa’inta na d’en
¿<in>i-pa-?inta=na di?en
CV<PRF>-CAUS-see=3s.GEN 1s.LOC
‘he showed (it) to me’ (97.636)

7.6 Other derived V-words

7.6.1 Words carrying the prefix mengi-

Actor mengi- /məŋi-/ words take an Absolutive actor and may also take an undergoer marked with the Oblique case. The Oblique-marked argument expresses the theme role, or the addressee.

(7.70) in me’ena’em mengipatod ti ana-i sid
¿in me?ə?ena?əm məŋi-patud ti ?ana?=i=sid
ABS elder AV-order OBL child=SPEC=PL
‘the elders correct the children’ (99.31)

(7.71) mengibu’ud ami ti ulam mi
məŋi-bu?ud=?ami ti ?ulam=mi
AV-separate=1pe.ABS OBL food=1pe.GEN
‘we separate our (part of) food (from the game)’ (92.504)

(7.72) mengisalang nen sid ti uwah de-i
məŋi-salan=nnen=sid ti ?uwah=de=i
AV-cook=already=3s.ABS OBL thing=3p.GEN=SPEC
‘they cook their stuff (food)’ (109.1117)
sidden minengitudo ti’sen di’tam
sidd-e-sidde m<in>әŋi-tudu tiʔsin diʔitam
RDP-3s AV<PRF>-teach PROX.DEM.LOC 1pi.LOC
‘they (our parents) are the ones who taught us (what we know) (99.454)

Table 7.17 provides examples of Actor voice mengi- words.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mengipatod /mәŋi-patud/</td>
<td>to correct someone</td>
</tr>
<tr>
<td>mengitudu /mәŋi-tudu/</td>
<td>to teach someone</td>
</tr>
<tr>
<td>mengipalit /mәŋi-palit/</td>
<td>to trade something</td>
</tr>
<tr>
<td>mengibenta /mәŋi-binta/</td>
<td>to sell something</td>
</tr>
<tr>
<td>mengˈiʔated /mәŋiʔ-ʔated/</td>
<td>to give something</td>
</tr>
<tr>
<td>mengˈiʔunud /mәŋiʔ-ʔunud/</td>
<td>to follow someone</td>
</tr>
<tr>
<td>mengiˈbuʔud /mәŋi-buʔud/</td>
<td>to separate something</td>
</tr>
<tr>
<td>mengisalang /mәŋi-salaŋ/</td>
<td>to cook something</td>
</tr>
<tr>
<td>mengˈiʔanod /mәŋiʔ-anud/</td>
<td>to flood something</td>
</tr>
</tbody>
</table>

ten araw
OBL day

Back in the days (103.01)

mabilay sepla magulang owi
ma- billay =sepla magulang =0 =i
ST life =still parents =1s.GEN =SPEC

when my parents were still alive (103.02)

may pon ni kamaragui
may pon ni kamarâg =i
have tree GEN narra tree =SPEC

there was a Narra tree here (103.03)

inay amí ni haponesa\'i a duwa ad saka hapon
-in- ay =amí ni haponesa =i a duwa atsaka hapon
PRF go =1pe.ABS GEN japanese woman =SPEC LK two and also japanese male

and two Japanese women and one man came to us. (103.04)

a uwah

a uwah
LK thing

(lit.) who were...(103.05)

siddé in elan miyi a minangut'ut
siddé in elan =mi =i a meng- -in- ut'ut
3p ABS accompany =1pe.GEN =SPEC LK AV PRF dig a hole
They were the ones that dug a hole with us. (103.06)

ten essimolan mid a uwah
ten eC- simul -an =mi =d a uwah
OBL PRG start LV =1pe.GEN ==d LK thing
(lit. when we started digging) (103.07)

essimolan mid a ut'utan yay
eC- simul -an =mi =d a ut'ut -an =yay
PRG start LV =1pe.GEN ==d LK dig a hole LV =DIST.DEM.ABS

When we started digging,
(lit. we started digging that) (103.08)

aaaa
aaaa

ummmmm (103.09)

tatí o sinag o apat mi a inut'utan
tatí o sinag o apát =mi a -in- ut'ut -an
three LK sun or four =1pe.GEN LK PRF dig a hole LV

it took us three to four days
we dug it for three or four days (103.10)

hangán ti dinompen-i ti hangan-i si'e
hangán ti -in- -um- dpén =i ti hangán =i =si'e
even OBL PRF AV reach =SPEC OBL even =SPEC =LPROX.LOC.DEM

to reach this depth
(lit. until a reaching of this point) (103.11)

ay dya'yay
ay dya'yay
interjection now

and then, (103.12)
one of the Japanese said (103.13)

me'uná  siya  di'ami
me'uná  =siyá  di'ámi
say   =3s.ABS 1pe.LOC

he said to us (103.14)

mebi'en  nen  a  ma'alap
me- bi'en   =nen  a  me- 'alap
ST  proximity  LK  ST  get

we will be able to find (it) soon (103.15)

aidi
aidi
interjection
yay! (103.16)

me'uná  siya
me'uná  =siyá
say  =3s.ABS

He said (103.17)

me'uná  ami
me'uná  =amí
say  =1pe.ABS

he said to us (103.18)

aidi  mapiya  kong  malap  tamme'
ay  dil  me- piya  kung  me- álap  =tam  =Ce
interjection  ST  good  when  POT  get  =1p.GEN  =already
yay! It would be good, if we manage to find, (it) (103.19)

piyad la a pemenhatiyan tam
piya = dla a pe- men- háti -an =lam
good = only LK CAU AV split LV =1p.GEN

it would be good to split it. (103.20)

ibig sabihin
ibig sabihin
in other words

But actually,
(lit. in other words) (103.21)

sigudo may isip sid a medu'es di'ami
sigúdo may ísip =sid a medú'es di'mí
maybe have thought =3p.ABS LK bad 1pe.LOC

they were probably planning to fool us.
(lit. they probably had bad thoughts for us) (103.22)

kaya
kayá
so

So (103.23)

ten mebi'en nen a uwah (me'alap)
ten me- b'en =nen a uwah me- álap
OBL ST proximity LK thing POT get

when we were closer to our goal
(lit. when we were close again to catch) (103.24)
we saw that only a square-shaped stone (was left to remove) in the hole
(lit. as only a square-shaped stone is what we were seeing in the hole) (103.25)

thus, that was what we needed to remove in order to see (what was underneath). (103.26)

and then (103.27)

when that stone (103.28)

was removed by them, (103.29)
the water came out and filled the hole, so we could not get anything. (103.30)

This happened here, on this side, here, on this side (103.31)

so (103.32)

my parents said that (103.33)

they probably had plans
(lit. hey were maybe carrying) (103.34)
to fool us, in order to make us
(lit. bad thoughts, so we) (103.35)

maybe DIST.SML.DEM LK
(lit. maybe like this we would) (103.36)

fill the hole with water
(lit. fill the hole with water) (103.37)

so we would not able to get whatever was there.
(lit. so we would not able to get whatever was there) (103.38)

Also, there was another tree there,
also, there was another tree there (103.39)

a big Santol tree, (103.40)
not more than thirty (103.41)

or forty years old, (lit. forty on the tree) (103.42)

the one they call (103.43)

the (103.44)

the very big Santol tree...Bangkok (103.45)

That is what they would call it in the past. (103.46)
There are stories from our ancestors, but there are stories of our ancestors (103.47)

a lella'ay isay an sen inelbeng in
a le la'ay isay an sen in- ilbeng in
LK RDP old man be.at =is said to PROX.LOC.DEM PRF bury something ABS

the oldest men, saying that they buried here a (103.48)

in five tons a pennepno ti
in five tons a pen- eC- penuh ti
ABS five ton LK GER PRG full OBL

a 5-ton truck full of (103.49)

ti uwah-i sid badil
ti uwah =i =sid badil
OBL thing =SPEC =3p.ABS gun
guns
(lit. full of umm guns) (103.50)

tapos sidden gamit ni hapon-i
tapos sidden gamit ni hapon =i
then PROX.DEM.PL tool GEN japanese male =SPEC

as well as things that belonged to the japanese.
(lit. then these things of the japanese) (103.51)
And bulrush canes. (103.52)

ti'sen a banda
ti'sen a bandā
PROX.LOC.DEM LK side

They said it was on this side, (103.53)

digdig-i en
digdíg =i =en
next.to =SPEC =PROX.DEM.ABS

just next to us. (103.54)

tapos
tapos
then

Also, (103.55)

ti'sen kasi, ten araw
ti'sen kasi, ten áraw
PROX.LOC.DEM because OBL day

and here, back in the days (103.56)

ay binałebbeli ni alta-i
ay binałebbeli ni alta =i
PM group of houses GEN Alta language =SPEC

lied the community of the Alta,
(lit. was the settlement of the Alta) (103.57)
there on that area. (103.58)

tapos
tapos
then

And also, (103.59)

ado sele sid sen a tanem a gugulay amoti
ado =sëia =sid sen a tanêm a gu- gulay amoti
many =also =3p.ABS PROX.LOC.DEM LK plant LK RDP vegetable sweet potato

there were many plants here, vegetables, sweet potatoes... (103.60)

a
a
LK

ummmm (103.61)

kayad la sid minabuwag sen gagawi ni
kayad la =sid ma- -in- buwag =sen gagawi ni
however =3p.ABS ST PRF leave =PROX.LOC.DEM do something GEN
waget-i
waget =i
water =SPEC

but they demolished this place because of the water,
(lit. but they demolished here because of the water) (103.62)

kasi awon sid te elso tan a papunta ta bario
kasi awôn =sid te elso tan a papuntá ta báryo
because not.exist =3p.ABS NS way through LK bound for LOC village

because they did not have a way through (the water) to go to the village. (103.63)
So they left this place (lit. so they left this place) (103.64)
oma 'en ten araw
oma =en ten áraw
swidden =PROX.DEM.ABS OBL day

which was a swidden back in the days. (103.65)

There on both sides, these were also swiddens (103.66)

but because of the water, (103.67)

they would not be able to go through and buy food. (lit. because they did not have a way through, to buy our food) (103.68)
So we moved down to the (103.69)

barrio
báryo
village

village. (103.70)

umalang  say
umálang  =say
come from =DIST.LOC.DEM

Since then, (103.71)

hangan dya'yay
hangán dya'yay
even now

and until now, (103.72)

awon nen ta linomuway a tinomira
awón =nen ta -in- -um- luway a -in- -um- tira
not.exist =already LOC PRF AV repeate LK PRF AV reside
sen  kase
sen  kasé
PROX.LOC.DEM because

there is no one who came back to to live here because (103.73)

awon nen te me'elsot a papunta ta bario
awón =nen te me'e- elsot a papuntá ta báryo
not.exist =already NS POT.AV way through LK bound for LOC village

it is not possible to pass through and reach the village (103.74)

mangalap ti bagas-i
meng- álap ti bagas  =i
AV  get OBL rice  =SPEC
to get some rice. (103.75)

isay ami sen dinom'el
isay =amí =sen -in- -um- d'el
be.at =1pe.ABS PROX.LOC.DEM PRF AV big

We grew up here. (103.76)

isay ami sen dinom'el, minegka'isip
isay =amí sen -in- -om- d'el, men- -in- a- isip
be.at =1pe.ABS PROX.LOC.DEM PRF AV big AV PRF CWA1 thought

We grew up and matured here (103.77)

hangan mine'atid in magulang mi
hangán me- -in- afí =d in magúlang =mi
even ST PRF die =d ABS parents =1pe.GEN

until our parents passed away. (103.78)

ibig sabihin, awon mi inolay
ibig sabihin, awón =mi -in- olay
in other words not.exist =1pe.GEN PRF leave

In other words, we would not have left this land (103.79)

hangan dya'yay mebilay sep la
hangán dya'yay me- biláy =sep =la
even now ST life =still =just

until now, if they were still alive. (103.80)

ad saka pati
at saka =patí
and and =including

And also, (103.81)

aaaa
aaaa
mmmm (103.82)

inarting mi-i sen a talaga waget
in arting =mi =i =sen a talaga waget
ABS fear =1pe.GEN =SPEC =PROX.LOC.DEM LK naturally water

water is what we are really afraid of here. (103.83)

awon ami wadi sen um’eg’ang
awon =ami wadi =sen -um- eg’ang
not.exist =1pe.ABS younger sibling =PROX.LOC.DEM AV leave

We should not have left this place,
(lit. we did not leave this place) (103.84)

dahilan nangi ti hirap sela nqi ni bilay
dahilan =na =nqi ti hirap =sela =nqi ni bilay
because =already =emphasis OBL difficulty =also =pragmatic particle GEN life
miyi
=mi =i
=1pe.GEN =SPEC

but because of the difficulties (103.85)

inumosol amid
-in- -um- osol =ami =d
PRF AV bring down =1pe.ABS ==d

we went down (to the barangay). (103.86)

ten araw kasi me’hilig magulang miyi =sid a
ten araw kasi me- hilig magulang =mi =i =sid a
OBL day because ST inclination parents =1pe.GEN =SPEC =3p.ABS LK
me’aliyo
me- aliyo
ST look for

Back in the days, our parents used to (103.87)

265
collect iron pyrite (103.88)

in this area,
(lit. here) (103.89)

but their parents and grandparents passed away (103.90)

their father and mother, (103.91)

who were the ones who knew where these things are buried (103.92)
a puwesto
a pwésto
LK place

around here. (103.93)

pero bisad la sen
péro bisa =dla =sen
but not =only =PROX.LOC.DEM

But it's not just around here, (103.94)

ti'sina = sep dingato-i ina ado sep
ti'sina = sep dingató =i =inà ado =sep
MED.LOC.DEM = still =upstream = SPEC = MED.DEM.ABS many = still

up there in that direction, there is still plenty of it, (103.95)

ti'sen ta'po-i ina maiwadde sep
ti'sen ta'pó =i =iná maiwaddé = sep
PROX.LOC.DEM summit = SPEC = MED.DEM.ABS exist = still

here on this mountain top there is still some of it, (103.96)

ti'sina parte-i ina
ti'sina parte = i
MED.LOC.DEM side = SPEC MED.DEM

and there on that side (103.97)

a inate'nagan ni ero plano-i ten a raw
a -in-a te'nag -an ni ero pláno =i ten áraw
LK PRF-ST fall LV GEN airplane = SPEC OBL day

where a plane crashed back in the days. (103.98)

i'ina mudung-i ina
i'ina mudúng =i =iná
MED.DEM mountain = SPEC = MED.DEM.ABS
That mountain there, (103.99)

isay sina minate'nag in
isay sina -in- ma- te'nag in
be.at MED.LOC.DEM PRF ST fall ABS

that is where a plane crashed (103.100)

eroplano
eropláno
airplane

(lit. an airplane) (103.101)

ten araw
ten áraw
OBL day

back in the days, (103.102)

a service ni hapon-i sid
a service ni hapon =i =sid
LK GEN Japan =SPEC =3p.ABS

which was a service of the Japanese (103.103)

ten panahon ni guerra-i
ten panahon ni gerra =i
OBL time GEN war =SPEC

during World War II. (103.104)
(lit. at the time of the war)

ti'sen ta'pó-i ina
ti'sen ta'pó =i =iná
PROX.LOC.DEM summit =SPEC =MED.DEM.ABS

Here, on this peak, (103.105)
isay sinad minate'nag
isay sina =d ma- -in- -te'nag
be.at MED.LOC.DEM ==d ST PRF fall

is where it crashed. (103.106)

kaya ti'sina
kayà ti'sina
so MED.LOC.DEM

So in that area (103.107)
(lit. so there)

pe'aliyo'en ded in
pe- aliyo -en =de =d in
CAU look for PV =3p.GEN ==d ABS

people are searching for the
(lit. they are having people searching for the plane) (103.108)

eroplano in tambutso na
eropláno in tambótso =na
airplane ABS exhaust pipe =3s.GEN

plane, especially for its muffler, (103.109)

dahil ginto'an yay
dahil ginto =an =yay
because gold =is said to =DIST.DEM.ABS

because that part is said to be made of gold. (103.110)

hangán dya'yay awón =de =sepla me- aliyo -an
even now not.exist =3p.GEN =still POT look for LV

So far they have not been able to find it (103.111)
over there, on the plains
(lit. over there, on the top) (103.112)

a kapatagan
a kapatågan
LK plain
at the top of the mountain
(lit. which is a plain) (103.113)

tapos
tapos
then
Also, (103.114)

bisa dla a ti'sina
bisa = dla a ti'sina
not = only LK MED.LOC.DEM
it is not only there, (that a plane crashed) (103.115)

kase
kasè
because
because (103.116)

ti'sina dipaning-i ina
ti'sina dipåning =i =inå
MED.LOC.DEM the other side =SPEC =MED.DEM.ABS
there on that side (103.117)
on the way to Dupinga,
(lit. the way from here to Dupinga) (103.118)

there is (103.119)

what they call (103.120)

Umingan. That is what we call that mountain. (103.122)

A plane crashed there too. (103.123)
There is a strong magnetic force (103.124)

d‘aw a la mesa a betuh
d‘aw a lamesa a betuh
similar LK table LK stone

in a round stone, (103.125)

de‘el a betuh
de‘el a betuh
big LK stone

a huge rock
(lit. a big rock) (103.126)

melapad siya
me- lapad =siyà
ST width =3s.ABS

which is quite wide, (103.127)

pero d‘aw a ubulan
péro d‘aw a ubulan
but similar LK grindstone

but which looks like the ones used for sharpening knives. (103.128)

de‘el la mesa
de‘el lamesa
big table

It is as high as a table (103.129)

pero mekapal siya / pero kapal na‘i
péro me- kápal =siyà péro kápal =na =i
but ST thickness =3s.ABS but thickness =3s.GEN =SPEC

but rather deep,
(lit. but rather thick, its thickness is) (103.130)
mga kwatro pie
mangâ kwatro pie
approximately four foot

about four feet,
(lit. like about four feet) (103.131)

kapal na'i nen betuh
kapal =na =i =nen betuh
thickness =3s.GEN =SPEC =already stone

that was the thickness of that stone. (103.132)

dya'yay
dya'yay
now

Then, (103.133)

i'yay kasi tinomapat say in eroplanod
i'yâ kasi -in- -um- tāpat =say in eroplāno =d
DIST.DEM because PRF AV direct =DIST.LOC.DEM ABS airplane =d

mannen
=mannen
=again

because that (stone) was in the direction of the airplane, (103.134)

kaya minate'nąg
kayâ ma- -in- te'ňag
so ST PRF fall

it crashed. (103.135)

minate'ńag siya
me- -in- te'ńag =siyâ
ST PRF fall =3s.ABS

It crashed because it was
(lit. it crashed) (103.136)

inogop nen magnetic nen betuh
-in- i igop nen magnetic nen betuh
PRF-CV attraction GEN magnetism GEN stone

attracted by the magnetism of that rock.
(lit. attracted by that magnetism of that rock) (103.137)

aaaa
aaaa

mmmmm (103.138)

me'unad man in ninuno mi sid a sidden
me'un =d =man in ninuno =mi =sid a sidden
say =d =contrast ABS ancestor =1pe.GEN =3p.ABS LK PROX.DEM.PL
mangaso
meng- aso
AV dog

Our ancestors who used to hunt with dogs, (103.139)

me'aliyo ti laman-i ni uwah-i
me- aliyo ti laman =i ni uwah =i
ST look for OBL wild boar =SPEC GEN thing =SPEC
mu'dumudungi
mu'du- mudúŋ =i
RDP mountain =SPEC

they used to search for the wild pig of the mountains, (103.140)

me'un sid ay i'yay an ay
me'un =sid ay i'yáy =an ay
say i =3p.ABS PM DIST.DEM =is said to PM

they said that that thing (rock) was said to be (103.141)
what they would call, (103.142)

they would call it...how was it again (103.143)

marmol a betuh
marmol a betuh
marble LK stone

a marble rock. (103.145)

So that (rock) lies there, (103.146)

but it (103.147)

is said to have been made by the Japanese and the Spaniards (103.148)
back in the days. (103.149)

This is why many people have penetrated (this domain) (103.150)

with all sorts (103.151)

We don't want them to take what belongs to our domain, (103.154)
we want to be the ones who benefit from it (103.155)

ibá a tá'o

and not other people. (103.156)

We should be the ones who find (something), (103.157)

we should be the ones ourselves to deliver (it to the government). (103.158)

We are responsible for delivering, (103.159)

whether or not they give us something in return. (103.160)

As long as we wholeheartedly (103.160)
hand over to them whatever we find, (103.162)

dahil annolen mi a i’yay ay awon para di’ami
dâhil annol =mi a i’yây ay awón para di’âmi
because know PV =1pe.GEN LK DIST.DEM PM nct.exist for 1pe.LOC

because we know that this thing does not belong us (103.163)

para ti gobierno-i
para ti gobierno =i
for OBL government =SPEC

but to the government. (103.164)

kaya kong malap mi man bilang i’yay a
kâyâ kung me- álap =mi =man bilang i’yây a
so if POT get =1pe.GEN =contrast by way of DIST.DEM LK

So if we are able to find something that was
(lit. so if we are able to find something that is counted as of these things) (103.165)

inutanem ni hapon-i sid
-in- i- tanêm ni hapôn =i =sid
PRF CV plant GEN Japan =SPEC =3p.ABS

burried by the Japanese (103.166)

a inomay sen ten araw
a -in- -um- ay =sen ten âraw
LK PRF AV go =PROX.LOC.DEM OBL day

who came here in the past, (103.167)
maybe we can (103.168)

give it to them. (103.169)

Whether or not they give it to us, this will depend on the government. (103.170)

It is important that we are the ones who find it. (103.171)

And (103.172)

here, also on that side (103.173)
where there was a big landslide, (103.174)

there is also a (103.175)

cemented thing (103.176)

which is quite large but it has a very big lock, (103.177)

that is quite big, over there. (103.179)
(lit.then) (103.180)

dahilan sela ti landslide-i minata'bo nen siya
because =also OBL landslide =SPEC ST PRF cover PV =3s.ABS

It got buried because of the landslide. (103.181)

díromanó

It is said that (103.182)

me'edton ti pon ni katmoni
ST.AV place OBL tree GEN Katmon =SPEC

a Katmon tree lies there, (103.183)

katmon a de'el
Alangyán a de'el
Katmon LK big

a big (103.184)

a ayuh

Katmon tree (103.185)

me'edton yay, dya'yay
ST.AV place DIST.DEM.ABS now

lies there, and (103.186)
it (the cemented object) was seen by my parents (103.187)

ten menlatih sid sina

when they were collecting rattan there. (103.188)

They saw that thing, (103.189)

a kandado
a kandado

but this padlock (103.191)

is actually quite big (103.192)
and also it is shaped like a square, (103.193)

pero in semento na
péro in semento =na
but ABS cement =3s.GEN

but the cemented part (103.194)

de’el sela
de’el =sélá
big =also

is also rather big. (103.195)

pero isay ti
péro isay ti
but be at OBL

It is located
(lit. but it is located) (103.196)

penti’edan ni landslide-i a umansay
penti’eddán ni lanslaid =i a umansay
base GEN landslide =SPEC LK DIST.SML.DEM

at the bottom of the landslide, like this. (103.197)

isay sela say a ine’tan de
isay =sélá =say a -in- i- itán =de
be.at =also =DIST.LOC.DEM LK PRF CV look at something =3p.GEN

It is there that they saw it. (103.198)
During the long period since my parents passed away (103.199)

three or four typhoons hit the area (103.200)

That is why it is not visible anymore. (103.202)

But we have seen something there like a mirror, (103.203)

when we were downstream. (103.204)
If you look in this direction (103.205)
(lit. and you look in this direction) (103.205)

talaga a mesilaw 'a  awon mo
طالغا ا مشيل اوون مو
naturally LK dazzled  =2s.ABS not.exist  =2s.GEN
you just get dazzled, and you would not be (103.206)

kaya a  elsengan
Kayة ا الينجاز
so LK look  LV
able to look at it, (103.207)

messilaw 'a  a talaga
مشيل او تالاچا
you would just get dazzled. (103.208)

You look at it, and there are two (103.209)

me'yunod  sid  yay  duwa sid
میعند سید یا  دووا سید
CMTV  follow  =3p.ABS  =DIST.DEM.ABS two  =3p.ABS
consecutive dazzles, (103.210)
one on the top and one at the bottom. (103.211)

kaya
kayá
so
So (103.212)

budi-i a mangyari niden uma'ay sen
budi =i a meng-niden -um-sen
want =SPEC LK AV happen PL.GEN AV go PROX.LOC.DEM
what I want to happen to those who come here (103.213)

a
a
LK
who (103.214)

gumgagawi ti many dam-i
-g- -um- gágawi ti many dam =i
RDP AV do OBL dam =SPEC
intend to build a dam, (103.215)

essdepen de 'en
eC- sdep -en =de 'en
PRG enter PV =3p.GEN PROX.DEM.ABS
they will come in here (103.216)

eggagawiyen de ti dam-i sen
eC- gágawi -an =de ti dam =i =sen
PRG do LV =3p.GEN OBL dam =SPEC =PROX.LOC.DEM
they will build a dam here (103.217)

eggagawiyan de sela ti’sina diyabobo-i
eC- gágawì -an =de =séla ti’sina Dyábobo =i
PRG do LV =3p.GEN =also MED.LOC.DEM Dyabobo =SPEC

and will build another dam there in Dyabubu. (103.218)

diya’yay
diya’yay
now
Now, (103.219)

me’una sid
me’una =sid
say =3p.ABS

they say that (103.220)

pagka’an halimbawa minalap de yay
pagká =an halimbáwa me- -ín- álap =de =yay
when =is said to example POT PRF get =3p.GEN =DIST.DEM.ABS

if they happen to find something (103.220)

payongan de ami ti eskwelahan-i
payong -an =de =amí ti eskwelahan =i
stand up LV =3p.GEN =1pe.ABS OBL school =SPEC

they will build us a school, (103.222)

ialapan de ami ti aaa
i- álap -an =de =amí ti aaa
CV get LV =3p.GEN =1pe.ABS OBL

they will get us (103.223)
pa'aralan ni ana'i
pa'aralan ni ana' =i
school GEN child =SPEC

a place for our children to study, (103.224)

hangan ti awon na sid mentapos sidde
hangan ti awon =na =sid mentapos sidde =d
even OBL not.exist =3s.GEN =3p.ABS AV finish 3p ==d
bahala-i
bahala =i
responsability =SPEC

even if they do not achieve their plans, they would still build the school.
(lit. even if they did not finish, it would be their responsibility) (103.225)

ibig sabihin
ibig sabihin
in other words

In other words, (103.226)

siya dla yay in plano de para di'ami
siyá =dla =yay in pláno =de para di'ámi
3s =only =DIST.DEM.ABS ABS plan =3p.GEN for 1pe.LOC

these were just things they said.
(lit. these were just their plans for us) (103.227)
in uwah
in uwah
ABS thing

About the dazzling thing,
(lit. the thing) (103.228)

in i'ina
in i'ina
ABS MED.DEM
that one (103.229)

isay-i sen
isay =i sen
be.at =SPEC PROX.LOC.DEM

is there, (103.230)

tapōs kasi sina dipaning-i maiwaddē sela
tapōs kasi sina dipāning =i maiwaddē =sēla
then because MED.LOC.DEM the other side =SPEC exist =also
sina
sina
MED.LOC.DEM

but there is another one on the other side,
lit. and then, because the there on the other side, there is also) (103.231)

peros
péros
but

but (103.232)

isay ten alteia falls
isay ten Alteia falls
be.at OBL Altea fall

it is located in these Alteia falls (103.233)

i'yay, pero awon mi say
i'yáy péro awón =mi =say
DIST.DEF but not.exist =1pe.GEN =DIST.LOC.DEF
anno<len kong adino
anno-en kung adino
know someone or something PV if where
there, but we don't know the exact location. (103.234)

One of them was found by Nana Inga (103.235)

kayadla
kayadlá
however

but (103.236)

they loaded it into a helicopter (103.237)

that helicopter of theirs, they told us he would come back (103.238)
but he has not returned yet because they got what they wanted. 
(lit. and he has not returned because they managed to get what they wanted to get) 
(103.239)

kaya medla amid a 
Kayá medla =amí =d a
so =1pe.ABS ==d LK

So we have learned our lesson (103.240)

menpapasok ti uman-i say kasi 
Men- pa pasok ti uman =i =say kasi
AV CAU enter OBL DIST.SML.DEM =SPEC =DIST.LOC.DEM because

about letting people in (our ancestral domain) like that, because (103.241)

kong baga eggamilen de ami dla 
Kong baga eC gamit -en =de =amí =dla
actually PRG tool PV =3p.GEN =1pe.ABS =only

they are actually just using us (103.241)

a biang a elan de a me'aliyo 
a biang a elan =de a me- aliyo
LK by way of LK accompany =3p.GEN LK POT look for

in order to help them search. (103.243)

pero pag mina'a'aliyo' nen didde namud 
péro pag me'e- -in- aliyo =nen diddé namud
but when POT.AV PRF look for =already 3p.LOC just

But if we found something it would be only theirs, (103.244)
awon de amid a a'dan
awón =de =amí =d a aldán
not.exist =3p.GEN =1pe.ABS =d LK give someone

they wouldn't give us anything. (103.245)

aaaa
aaaa

mmm (103.246)

minsan
minsan
occasion
ever (103.247)

siyad yay uwah miyi
siyá =d =yay uwah =mi =i
3s =d =DIST.DEM.ABS thing =1pe.GEN =SPEC

This is (103.248)

karanasan mi ti bilay miyi a
karanasan =mi ti biláy =mi =i a
experience =1pe.GEN OBL life =1pe.GEN =SPEC LK

what we have experienced in our life and (103.250)

awon mid a budi a
awón =mi =d a budi a
not.exist =1pe.GEN =d LK want LK

we don't want them (103.249)

essoliyan
eC- soli -an
PRG return LV

to return (103.250)
kasi adod menloko di'ami
kasi ado =d men-loko di'ami
because many ==d AV fool 1pe.LOC

because many people have fooled us, (103.251)

kaya awon mid budi a maiwadde sen a sumesdep
kayá awón =mi =d budi a maiwaddé sen a sdep
so not.exist =1pe.GEN ==d want LK exist PROX.LOC.DEM LK enter

so we do not want anyone to penetrate (our ancestral domain). (103.253)

a aduwan a ta'o
a áduwan a tá'o
LK other LK person

Not the ones who are not Alta. (103.254)

mas budi in si'amid me'e'inta-i
mas budi in si'ami =d me'e- inta =i
more want ABS 1pe ==d POT.AV see =SPEC

It is better if we are the ones that find something (103.255)

para mesolo mi kong
para me-solo =mi kung
for ST alone =1pe.GEN if

in order to have it for ourselves, if (103.256)

aaaa
aaaa

aaa (103.257)
para di'ami a talaga
para di'ámi a talága
for 1pe.LOC LK naturally

it is really for us, (103.258)
isay di'ami ye'ated ni mahali a panginoon
isay di'ami i- eC- ated ni mahal -i a pangino'on
be.at 1pe.LOC CV PRG give GEN expensive SPEC LK god

if it is to us that our dear Lord granted it (103.259)

bisa a ti aduwani
bisa a ti ađuwan -i
not LK OBL other SPEC

not to the others (103.260)

tapos
tapos
then
then (103.261)

aaa
aaa

aaa (103.262)

dapat
dápat
must

we should (103.263)

awon mi 'en puwede a papasokan ti
awón =mi 'en pwède a pa- pasok -an ti
not.exist =1pe.GEN PROX.DEM.ABS can LK OBL

aduwani
āduwan -i
other SPEC

not let the others in.
(lit. we should not let the others in) (103.264)
Just like it happened with the other (golden bar), (103.265)

wadi
wadi
younger sibling
my friend,
(lit. my brother) (103.266)

uwah-i
uwah =i
thing =SPEC
(lit. and...) (103.267)

dapat ina di'ami a alta
dapat =iná di'ámi a alta
must =MED.DEM.ABS 1pe.LOC LK Alta people

that thing should belong to us, the Alta (103.268)

bisa a si'ami
bisa a si'ámi
not LK 1pe

but it is not ours.
(lit. but it is not us) (103.269)

diya'yay
diya'yay
now

And now (103.270)
I say (103.271)

me'una sid  awon an  dapat a
me'una =sid  awón  =an  dăpat a
say      =3p.ABS  not.exist  =is  said  to  must  LK

they (some other Alta) say (103.272)

awon  an  dapat a
awón  =an  dăpat a
not.exist  =is  said  to  must  LK

we should not (103.273)

ipagbawal  mi  'en  dahil
ipag-  báwal  =mi  'en  dăhil
CAU  forbid  =1pe.GEN  PROX.DEM.ABS  because

forbid them because (103.274)

a
a
LK

a (103.275)

para an  ti  lahat-i
para  =an  ti  lahát  =i
for  =is  said  to  OBL  all  =SPEC

this is said to be for everyone, (103.276)

awon  pwede  dahil  kasi
awón  pwéde  dăhil  kasi
not.exist  can  because  because
but (I think) this is not possible because (103.277)

Alta   = dla
alta    = dla
Alta people  = only

only the Alta (103.278)

Alta-i    = ten  araw
alta    =i = ten  áraw
Alta people    = SPEC OBL day

the Alta people in the past (103.279)

ti   kapatagan-i   mina'awon    na    ami
ti   kapatágan =i = me- -in- awón =na =amí
OBL plain    = SPEC ST  PRF  PRF  =already  =1pe.ABS

were robbed of our lands (103.280)

kaya
kayá
so

so (103.281)

diya'yay man
diya'yay =man
now    =contrast

now (103.282)

a   si'ami   ay
a   si'ami   ay
LK 1pe  PM

we are the ones that (103.283)
realized
(lit. we are the ones who realized that) (103.284)

o uwah
o uwah
or thing

or, how to put it, (103.285)

even in the mountains (103.286)

we agreed to live there, even if it is far (103.287)
in other words exist =1pe.ABS =also LK

in order to also have (103.288)

a property, even a small one. (103.289)
Because there, back in the days, (103.290)

ti'sina kapatagan=i
ti'sina kapatagan =i
MED.LOC.DEM plain =SPEC

there in the plateaus (103.291)

wadi
wadi
younger sibling

my friend,
(lit. brother) (103.292)

ten mebilay sepla ninuno miyi sid
ten me- biláy =sepla ninuno =mi =i =sid
OBL ST life =still ancestor =1pe.GEN =SPEC =3p.ABS

when our ancestors were still alive (103.293)

a magulang ni magulang miyi
a magulang ni magulang =mi =i
LK parents GEN parents =1pe.GEN =SPEC

the parents of our parents (103.294)

dapat sidde wadi in
dápát siddé wadi in
must 3p younger sibling ABS

they had to (103.295)

sidde wadi in
siddé wadi in
3p younger sibling ABS

they, my friend, where the ones (103.296)
these plains belonged to them, my friend (103.297)

but what happened was that (103.298)

they (they lands) were taken by the Tagalog. (103.300)

They exchanged it for some wine, (103.301)

rice wine. (103.302)
Our grandparents (103.303)

pinomayag nen sid
-in- -om- payag =nen =sid
PRF AV agreement =already =3p.ABS

agreed with it, (103.304)

o hangan me'epidot nen sid ti ginto-i
o hangán me'e- pidot =nen =sid ti ginto =i
or even POT.AV collect =already =3p.ABS OBL gold =SPEC

even when they were able to get some gold, (103.305)

paletan de dla ti siycktong-i ye'ated nen
palit -an =de =dla ti syoktóng =i i- eC- ated =nen
barter LV =3p.GEN =only OBL rice wine =SPEC CV PRG give =already
ninuno mi
ninuno =mi
ancestor =1pe.GEN

sid
=sid
=3p.ABS

they just traded it for rice wine, thus our ancestors were given wine (103.306)

kasi, awon sid te pineg'aralan
kasi, awón =sid te pineg'aralan
because not.exist =3p.ABS NS education

because they were not educated. (103.307)
That is what they (the outsiders) want to do to the Alta, (103.308)

Even nowadays (103.309)

This is still what they want to happen. (lit. this is still what they want to happen, this) (103.310)

So I say (103.310)

Since I have been educated, (103.311)
I managed to reach grade four, (103.313)

what happened to our ancestors in the past (103.316)

I don't want them to do the same to us. (103.317)

We should be the ones who decide
(lit. we are the ones who decide) (103.318)
by ourselves. (103.319)

So (103.320)

what they want to happen to us, (103.321)

actually (103.322)

these Tagalog people, (103.323)

what they want is to oppress us. (103.324)
They want to be the only ones who have a good life (103.325)

ad si'ami apiapihan
at si'ami api'apihan
and 1pe oppressed

while we are oppressed. (103.326)

kung baga
kung baga
actually

Actually, (103.327)

iyowahi de ami namud pag maiwadden
i= uwah =i =de =ami namud pag maiwadden =d
CV thing =SPEC =3p.GEN =1pe.ABS just when exist ==d

ye'abilayan
i= eC- bilay -an
CV PRG life LV

they just keep on pushing us out of our lands.(103.328)

tapos
tapos
then

Also (103.329)

ti'sen sela
ti'sen =sèla
PROX.LOC.DEM =also

here is also (103.330)

budi sep ume'aye sina
budi =sep ume'ay =i sina
want =still go =SPEC MED.LOC.DEM
I still want to come here.
(lit. I still want to go that way) (103.331)

During my whole life, (103.332)

since the age of 16 (103.333)

now is the only time (103.334)

when
the time when (103.335)

I came back here. (103.336)

It's only now that I am able again to reach this place, (103.337)
but I grew up here. (103.338)

Can you explain about the gold colour on these rocks? (instructions in Tagalog) (103.340)

a
a
LK

ummm (103.41)

i'en
i'én
PROX.DEM

About this, (103.342)

dī̂ami a uwah 'en
dī̂ámì a uwah 'en
1pe.LOC LK thing PROX.DEM.ABS

(lit. in our place this whatchamacallit) (103.343)

i'en ay alapen mi 'en
i'én ay áláp -en =mi 'en
PROX.DEM PM get PV =1pe.GEN PROX.DEM.ABS

We collect it (103.344)
and it can be sold (103.345)

but it is not pure gold. (103.346)

gold (103.347)

This is not pure gold (103.348)

this is some gold residue that got stuck on the rock. (103.349)
This is actually one of the stones that was covering the things that the Japanese buried here (103.350)

and this is what got stuck on these rocks. (103.351)

Their colour (103.352)

you can melt it, (103.355)
you can use some tool for melting (103.356)

tapos malap mo 'en a monmon
tapos me- álap =mo 'en a monmon
then POT get =2s.GEN PROX.DEM.ABS LK complete

and you can extract it completely. (103.357)

puwede a pengbetuh ni singsing-i sid ad kwentas
pwéde a pengbetuh ni singsing =i =sid at kwentas
can LK ornament GEN ring =SPEC =3p.ABS and necklace

You can use it as material for rings and necklaces (103.358)

a pegagawim a bracelet ni relo-i
a pe- gágawi =m a bracelet ni relôh =i
LK CAU do =2s.GEN LK GEN watch =SPEC

and also for the watchbands. (103.359)

hikaw puwede sid 'en
hikaw pwéde =sid 'en
earring can =3p.ABS PROX.DEM.ABS

Earrings can also be made. (103.360)

kasi sidden
kasi siddé -n
because ? ?

These (rocks), (103.361)
like this one, (103.362)

like the ones that they (the Japanese) used to cover the holes (103.363)

were brought by the water. (103.364)

They drifted with the current of the water (103.65)

and these were the ones that spread. (103.366)
inormalang
-in- -um- alang
PRF AV come

We don't know where they came from (103.367)
(lit. we don't know from which directions they came from

peros ta'peg sidina ni ginto-i sid
peros ta'peg sidinā ni ginto =i =sid
but cover MED.DEM.PL GEN gold =SPEC =3p.ABS

but these were used to cover the pieces of gold (103.368)
(lit. but these were a cover of the pieces of gold)

siyad la 'en in etay de
siyā =d =la 'en in etay =de
3s =d =just PROX.DEM.ABS ABS excrement =3p.GEN

and this is just the residue. (103.369)

kong ango'an ay etay
kung ngo -an ay etay
if call someone LV PM excrement

They call it "etay". (103.370)

kasi
kasi
because

because

ado gul a uwah sen inelbeng ni hapon-i
ado =gul a uwah sen -in- ilbeng ni hapón =i
many =indeed LK thing PROX.LOC.DEM PRF bury something GEN Japan =SPEC

Many things were indeed buried here by the Japanese, (103.372)
we don’t know if we are stepping over them (103.373)

kasi
kasi
because

because (103.374)

ten a raw
ten áraw
OBL day

in the past (103.375)

usuh guerra-i
usuh gerra =i
vogue war =SPEC

wars were frequent (103.376)

basta iyedton de namud ina
básta i- -eC dton =de namud =iná
just CV PRG place =3p.GEN just =MED.DEM.ABS

and they just buried their things (103.377)
(lit. they just place these)

kong adicino
kung adicino
anywhere

anywhere (they wanted) (103.78)
dahil awon ded man me'denan a 'elan
because not.exist =3p.GEN ==d =contrast POT load LV LK all

because they were not able to carry their (103.379)

in kayamanan a adedden de
in kayamanan a eC- edden =de
ABS wealth LK PRG load =3p.GEN

valuable objects. (103.380)

awon tam annolen kong i’en a mudung ay minatno
awón =tam annol -en kung i’én a mudúng ay -in- matnó
not.exist =1p.GEN know PV if PROX.DEM LK mountain PM PRF fill

We don’t know if this is the mountain that contains (these objects) (103.381)

i’én, sina, ti’sina
i’én sina ti’sina
PROX.DEM MED.LOC.DEM MED.LOC.DEM

this one, there, or there (103.382)

hangan ti’sen
hangán ti’sen
even PROX.LOC.DEM

or even here. (103.383)

awon tam annolen kong talaga a maiwadde kasi
awón =tam annol -en kung talága a maiwaddé kasi
not.exist =1p.GEN know PV if naturally LK exist because

We don’t know if there actually are (buried objects) because (103.384)

istoria ni ninuno-i sid
istoria ni ninuno =i =sid
story GEN ancestor =SPEC =3p.ABS
our ancestors said that (103.385)
(lit. the story of our ancestors)

ten araw talaga a isay de sen, ado sen
ten áraw talága a isay =de = sen = ado sen
OBL day naturally LK be at =3p.GEN PROX.LOC.DEM many PROX.LOC.DEM

minelbeng-i
me- -in- ilbeng =i
ST PRF bury something =SPEC

back in the days, many things were buried here (103.386)

hapon-i
hapón =i
Japan =SPEC

by the Japanese. (103.387)

ten araw
ten áraw
OBL day

back in the days (103.388)

kaya
kayá
so

so (103.389)

menewala e' sela kong minsan
menewala =e' =séla kung minsan
believe =1s.ABS =also if occasion

I sometimes believe (in these stories) (103.390)
because there are many people who have plans (of excavating) here (103.391)

because many people have heard (103.392)

that many things (103.393)

were buried by the Japanese and by the Spaniards (103.394)

and that is why they want to penetrate (this land). (103.395)

Now we don’t want to let them in (103.396)
because (103.397)

budi mi in si’ami pela makenabang-i
budi =mi in si’ami =selal me’inabang =i
want =1pe.GEN ABS 1pe =also make profit =SPEC

we want to benefit (from these things) as well. (103.398)

in ngadden na o gul nen
in ngadden =na =o =gul =nen
ABS =already =1s.GEN =indeed =already

As I said (103.399)

ad ti nana Inga, mina’a’alap ta Diyabobo
at ti nana Inga me’e- -in- álap ta Diyabobo
and OBL mother Dominga POT.AV PRF get LOC Dyabobo

Nana Inga was able to find (some gold) in Diyabobo, (103.400)

mesmo a elan de
mesmo a elan =de
actual LK accompany =3p.GEN

she was with them (103.401)

pero ginagawid de-i
péro -in- gágawi =d =de =i
but PRF do ==d =3p.GEN =SPEC

but what they did, (103.402)

hapon selal yay
hapon =selal =yay
Japan =also =DIST.DEM.ABS
these Japanese, (103.403)

mina'a'inta
me'e- -in- inta =sid
POT.AV PRF see =3p.ABS

they found (some gold) (103.404)

inesakay de ti elikopter-i
-in- -e- sakay =de ti elikopter =i
PRF CV load =3p.GEN OBL helicopter =SPEC

and they loaded it onto a helicopter. (103.405)

ine'uli de
-in- -e- uli =de
PRF CV going home =3p.GEN

They took it home, (103.406)

hangan diya'yay awon ded ina'tdan ti nana Inga
hangán diya'yay awon =de =d -in- atdían ti nana Inga
even now not.exist =3p.GEN ==d PRF give someone OBL mother Dominga

and until now they haven't given it back to Nana Inga. (103.407)

mina'a'alap sid ti duwa-i a bar
me'e- -in- alap =sid ti duwa =i a bar
POT.AV PRF get =3p.ABS OBL two =SPEC LK

They found two bars (103.408)

a ginto
a ginto
LK gold

of gold, (103.409)
but they did not give anything to the old lady that was with them (103.410)

ten ti'sina Diyabobo-i
ten ti'sina Dyábo =i
OBL MED.LOC.DEM Dyabobo =SPEC

when they were there in Diyabobo. (103.411)

kaya ti'sen
kayá ti'sen
so PROX.LOC.DEM

Now, (103.412)

siya 'en edmon de-i
siyá 'en demó n =de =i
3s PROX.DEM.ABS first ? =3p.GEN =SPEC

one of their priorities is (103.413)
(lit. this is one of their priorities)

e'epayongan ti many dam-i
e'e- -p- päyong -an ti many dam =i
OBL dam =SPEC

to build a dam (103.414)
(lit. they are building a dam)

pero si'ami awon mi talaga a budi
péro si'àmi awón =mi talága a budi
but 1pe not.exist =1pe.GEN naturally LK want
but we don’t want it, of course. (103.415)

kasi siyad la yay plano de-i a
kasi =siyá =d =la =yay plāno =de =i a
because =3s.ABS ==d =just =DIST.DEM.ABS plan =3p.GEN =SPEC LK
anno\len 'o
annol -en =o
know someone or something PV =1s.GEN

This is one of their plans that I know of. (103.416)

in aduwan di’ami a Alta budi ded
in àduwan di’àmi a alta budi =de =d
ABS other 1pc.LOC LK Alta people want =3p.GEN ==d

Some of our fellow Alta have already agreed (103.417)

budi ded a pasdepan
budi =de =d a pa- sdep -an
want =3p.GEN =d LK
to let them in (103.418)

para magkatrabaho sid
para magka- trabaho =sid
for =3p.ABS

in order to have a job. (103.419)

me’\una
me’\una
say

I said (103.420)

si’en hinomad langi
si’én -in- homad =la =ngi
1s PRF obstacle =just =emphasis
I am against it, (103.421)

kong budi miyo
kung budi =miyú
if want =2p.GEN

if you want it (103.422)

hangan í'issa' ipaglababa 'o
hangán í'issá ipaglababa =o
even alone fight =1s.GEN

I will be the one to stop it (103.423)

kasi
kasi
because

because (103.424)

may karapatan
may karápata
have right

we have the right (103.425)

may karapatan itam ti mudumudung-i
may karápatan =itám ti mudu- mudúŋg =i
have right =1pi.ABS OBL RDP mountain =SPEC

to decide what happens to our land, (103.426)

pareparehas itam a may karapatan
pare- paréhas =itám a may karápatan
=1pi.ABS LK have right

and my right is the same as everyone else's. (103.427)
Do as you please (103.428)

péro s'èn awòn =o budi
but 1s not.exist =1s.GEN want

but as for me, I don't want it. (103.429)

kasi

because

because (103.430)

awòn =miyù =d =la annol -en
not.exist =2p.GEN ==d =just know someone or something PV

you don't know (103.431)

pangyayari-i yay
peng- -ya- yari =i =yay
what is actually happening. (103.432)

kasi in uwah sid
kasi in uwah =sid
because ABS thing =3p.ABS

Because (103.433)

siddina
siddīna
MED.DEM.PL
those (103.434)

a budina sena a sumesdep-i
a budi =na sena a sdep =i
LK want =3s.GEN also LK enter =SPEC

who want to come in (103.435)

me'una
me'una
say

I say (103.436)

awon miyod la annolen in budi de
awón =miyû =d =la annol -en in budi =de
not.exist =2p.GEN ==d =just know someone or something PV ABS want =3p.GEN
a
a
LK

mangyari
meng-
AV happen

you don't know what they want to happen, (103.437)

pag minalap ded ina
pag m- -in- álap =de =d =iná
if ST PRF get =3p.GEN ==d =MED.DEM.ABS

once they manage to get what they want (103.438)

lawan de itam e' iwala a di'aw a etay
láwan =de =itám =e' iwala a di'aw a etay
abandon =3p.GEN =1pi.ABS =1s.ABS lose someone LK similar LK excrement

they will abandon us like shit. (103.439)
We will suffer (103.445)

if they get what they want. (103.444)

They will suffer the consequences again (103.443)

who suffer the consequences again (103.442)

We will suffer (103.445)

I say, once they get what they want to get. (103.444)
while they are the ones who have a nice life. (103.446)

For example Antonio (103.448)

wanted to come to (103.449)

this place again (103.450)

but we stopped them (103.451)
kasi
kasi
because

because (103.452)

siyad man yad in balak na
siyā =d =man =yay =d in bālak =na
3s =d =contrast =DIST.DEM.ABS =d ABS plan =3s.GEN

he had the same plan. (103.453)

ad saka awon mid budi a talaga
at saka awon =mi =d budi a talaga
and and not.exist =1pe.GEN =d want LK naturally

And of course we did not want it. (103.454)

kasi mati ami
kasi metiḥ =amī
because dead =1pe.ABS

Even if we die, (103.455)

a tiga ti'sen

a tiga ti'sen
LK from PROX.LOC.DEM

the ones who are from here, (103.456)

a
a
LK

a (103.457)
for example if they used dynamite (103.458)

or other devices to blow up the mountains (103.459)

all of us here who would die (103.460)

but also up until Baler, the Tagalogs there would die as well (103.462)

and nothing would be left. (103.463)
Because when the occasional typhoons pass through

They destroy everything.

You know

That I am not saying that I am brave,

(lit. I am not saying that I am brave)
I am not saying that (103.469)

I am kind either, (103.470)

I don't want to say that I (103.471)

own (103.472)

the mountain, (103.473)

but of course I want to fight for our rights, (103.474)
the rights of the Alta people.
(lit. the rights of us, the Alta.) (103.475)

pero in katribu sid
péro in ka-tribu =sid
but ABS =3p.ABS

But the other members of my tribe, (103.476)

budi de-i a talaga
budi =de =i a talága
want =3p.GEN =SPEC LK naturally

they want
what they want is (103.477)

maiwadded a sumesdep para magkaroon ti trabaho-i
maiwaddé -d a sdep para magkaro'on ti trabaho =i
have =d LK enter for own OBL work =SPEC

the outsiders to come in, so they can get a job. (103.478)

me'una
me'una
say

I say (103.479)

normal na ina
normal =na =iná
normal =already =MED.DEM.ABS

that it is normal (103.480)

ti issa-i a ta’o meghirap-i
ti issa =i a ta’o mahirap =i
OBL one =SPEC LK person poor =SPEC

for a poor person. (103.481)
It is up to us (103.482)

may kanyakanya etam a principio
may kanyakanya étam a prinsipyo
have 1pi.ABS LK principle
to stick to our principles (103.483)

and to stand on our own two feet (103.484)

because we grew up with adversity (103.485)

and so far we are still alive. (103.485)
through the years (103.489)

until now we are still alive, (103.490)

why have we been through so much? Because of our (103.491)

our stupidity, I said (103.492)

to them. (103.493)

We will not be poor (103.494)
if we are hardworking. (103.495)

a

a

INTJ

aaaa (103.496)

anig ti tape'-i sid a ipembenta de
anig ti tape' =i =sid a ipe- m- benta =de

similarity OBL land =SPEC =3p.ABS LK CAU.CV ? sell =3p.GEN

Like those lands that they have sold, (103.497)

anig ti'sina

aníg ti'sina

similarity MED.LOC.DEM

like the ones there (103.498)

pag mamay'ari man inad ni Alta-i
pag mamay'ari =d =man =iná =d ni alta =i

if possessions =d =contrast =MED.DEM.ABS =d GEN Alta people =SPEC

were property of the Alta. (103.499)

inebentad de diya'yay ni dilá'í a Roberto
-in- i- benta =d =de diya'yay ni dilá'í a
PRF CV sell =d =3p.GEN now GEN uncle LK

They sold them to uncle Robert, (103.500)

a ama ni dilá'í a Marc
a ama ni dilá'í a

LK father GEN uncle LK
the father of uncle Marc. (103.501)

This land here. (103.501)

but

But (103.503)

that was a property of our Alta ancestors (103.504)

that land there (103.505)

now

but now, (103.506)

because the Tagalog people wanted (103.507)
(lit. because of the will of the Tagalog people)
to be the ones to own the surrounding areas, (103.508)

they traded the Alta land for rice (103.509)
(lit. they traded that for rice)

and rice wine (103.510)

and whatever else they traded it for with the old ladies (103.511)

who sold the land. (103.512)

So now it is their property (103.513)
for less than a thousand (pesos) (103.514)

a bayad na
a bâyad =na
LK payment =3s.GEN

in total.
(lit. as a payment for it) (103.515)

kong baga ina ay parsial
kong baga =iná ay parsial
actually =MED.DEM.ABS PM

Basically, that was not a fair trade. (103.516)

diya
diyâ
3s.LOC
(lit. to it) (503.517)

They just gave three bottles of rice wine, (103.518)
five or six kilos of rice (103.519)
(lit. they gave five or six kilos of rice)

asin, kape, asucal
asin, kape, asūkal
salt coffee sugar

salt, coffee, sugar (103.520)

and that was the deal. (103.521)
(lit. that was the deal for it)

It became property of the Tagalog (103.522)

and not anymore to the Alta. (103.523)
Now the Tagalog own (103.524)  
(lit. that now belongs to the Tagalog)

a  oma
a  oma
LK  swidden

these farms (103.525)

a
a
LK

which are (103.526)

t'i'sinad  man  parte-i  ina
t'i'sina  =d  =man  parte  =i  =inâ
MED.LOC.DEM  ==d  =contrast side  =SPEC  =MED.DEM.ABS

there, on that side. (103.527)

ado  sen  a  may  pegmamay'ari-i
ado  =sen  a  may  peg-  mamay'ari  -i
many  =PROX.LOC.DEM  LK  have

Many used to own lands here, (103.528)

a  Alta  selâ
a  alta  =sêla
LK  Alta  people  =also

Alta  people  too, (103.529)

pero
péro
but

But (103.530)
that is where we are going to build a nursery. (103.531)

That is what we call (103.532)

the way to Magadelenas, (103.533)

you go up this way (103.534)

then continue straight (103.535)

and you will reach Nedi'di'an (103.536)
ina-i
=ina =i
=MED.DEM.ABS =SPEC

(lit. that) (103.537)

pag isay sina mudung-i ina
pag isay sina mudung =i =ina
if be.at MED.LOC.DEM mountain =SPEC =MED.DEM.ABS

on that mountaint there (103.538)
(lit. once you are on that mountain there)

a pinenti’dan nínina duwa-i (a mudung)
a pinenti’dan níniná duwa =i a mudúng
LK bottom LPROX.DEM.GEN two =SPEC LK mountain

at the lower part of the two mountains.(103.539)

tapos
tapos
then

Then (103.540)

um’ikod 'a
-um- ikod =a
AV turn =2s.ABS

you turn, (103.541)

tumtelde a um’ikod a Magdalenas selad
t- -um- telde a -um- ikod a Magdalenas =séla =d
2s.ABS AV turn 2s.ABS Magadelnas =also =d
yay
=yay
=DIST.DEM.ABS

you keep going up and you will reach Magdalenas (103.542)
then (103.542)

um'ahc'ad mannen
-um- áhon a =d =mannen
AV ascend 2s.ABS ==d ==again

you go up again, (103.544)

menel de a siyad yay in angadenan
men- elde =a =siyá =d =yay in e- ngadden -an
AV ascension =2s.ABS =3s.ABS ==d =DIST.DEM.ABS ABS
mi a
=mi a
=fpe.GEN LK

you ascend, and that is what we call (103.545)

Magdalenas ad Lanaw
Magdalenas at Lanaw
Magadlenas and place nearby Diteki

Magdalenas and Lanaw. (103.546)

t'i'sina ta'pó-i ina
t'i'sina ta'pó =i =íná
MED.LOC.DEM summit =SPEC =MED.DEM.ABS

There, on that summit, (103.547)

siyad gul inad in sengnan-i
siyá =d =gul =íná =d in Singnan =i
3s ==d ==indeed =MED.DEM.ABS ==d ABS Singnan =SPEC

that is indeed Singnan (103.548)
and that one there is (103.549)

mapolud
mapolud
Mapolud

Mapolud. (103.550)

There, in that part (103.551)

over that way, where there is a big landslide (103.552)

that there is Mapulud (103.553)

that is the proper Minero. (103.554)
Mapolud (103.555)

tapos
tapos
then

then (103.556)

Singnan Nedi’di’an
singnan Nedi’di’an
Singnan Nedi’di’an

Singnan, Nedi’di’an (103.557)

Magdalenas Lanaw
Magdalenas Lanaw
Magadlanas place nearby Diteki

Magdalenas, Lanaw, (103.558)

siyad sidina a mudung
siyá =d siddíná a mudúng
3s ==d MED.DEM.PL LK mountain

those are the names of these mountains. (103.559)
(lit. that is what these mountains are)

siyad man ’en in pe’ay sina project-i
siyá =d =man =’en in pe- ay sina project =i
3s ==d =contrast PROX.DEM.ABS ABS CAU go MED.LOC.DEM

And this is the way to the project site. (103.560)
This mountain, (103.561)

papunta sen a project-i
papúnta sen a project =i
bound for PROX.LOC.DEM LK

that is the way to the projet site, (103.562)

i'ina
i'ina
MED.DEM
(lit. that one) (103.563)

pero i'én mebi'en na 'én
péro i'éni mebi'en =na 'én
but PROX.DEM near =already PROX.DEM.ABS

but this one is quite close. (103.564)

kong ella'aden mo mebi'en
kung eC- la'a'd-en =mo mebi'en
if PRG walk PV =2s.GEN near

If you walk there, it is close. (103.565)

kayadla mine'siyan gul nen gagawi ni
kayadlá me-in- siyan =gul =nen gágawi ni
however ST PRF drought =indeed =already do GEN

However, the place got dry because of the actions of the (103.566)

mentitiitis-i sid
mentitiitis =sid
logger =3p.ABS
loggers. (103.567)

minamin nen ta ado a ayuh
ma-in- memin =nen ta ado a ayuh
ST PRF consumed =already LOC many LK tree

Many trees have disappeared, (103.568)

kaya mina'siyan nen in waget na
kayá ma-in- siyan =nen in waget =na
so ST PRF drought =already ABS water =already

so the water dried up (103.569)

kaya uvad awon nen te waget
kayá uvah =d awón =nen te waget
so thing ==d not.exist =already NS water

and there is no more water. (103.570)

in bis a may waget 'en ten araw
imbes a may waget =en ten áraw
instead LK have water =PROX.DEM.ABS OBL day

As opposed to the times when there was water (103.571)

diya'yay awon nen
diya'yay awón =nen
now not.exist =already

now there is no water anymore (103.572)

kasi minamin nen in dedde'el a ayuh sid
kasi ma-in- memin =nen in de- d-de'el a ayuh =sid
because ST PRF consumed =already ABS LK tree =3p.ABS

because the big trees were removed, (103.573)
the ones that provide (103.574)

waget
waget
water
water. (103.575)
9. Glossary

9.1 Introduction

9.1.1 Sources of the words in this glossary

The present glossary contains approximately 2,400 entries, of which 1,300 are roots. The words listed come from different sources. As explained in §1.3, a first layer of words comes from two sets of previously collected materials: Vanoverbergh (1937) and Reid (1987a). Both sets of data were collected by the authors by using prefabricated word lists and, to this point, I have only revised a part of them. The words that I have not yet verified carry the tags [v] and [lar] respectively, in order to be located and revised in the future. Currently, the glossary currently contains 42 words tagged as [v] and 242 as [lar]. A second layer of words comes from a 150-item wordlist that I collected during my third fieldtrip by asking the Alta to translate Tagalog words to Northern Alta. The translation of this wordlist was recorded with four different speakers and can be retrieved in sessions 22 – 25 (see Appendix C).

The most extensive layer of words is the one we extracted from the corpus of texts that we annotated with ELAN, and more specifically from those we imported and glossed with FLEx. The process of interlinear morpheme glossing of a text in FLEx involves the addition of morpheme boundaries and provides the possibility of adding each glossed morpheme into the lexicon. Once these morphemes are incorporated, the software FLEx can recognize them automatically in new texts. Currently there are more than 100 minutes of glossed texts in FLEx, including sessions 76, 99 and 103, and also a part of session 93. Finally, an additional layer of words was introduced into the lexicon manually, and comes from the glossed examples appearing in Chapters 2 to 7. This layer also includes new words I came across when I watched the videos I had recorded or reviewed older elicited materials.

As Mosel (2011, p.6) points out, the method of translating wordlists has its flaws and should be complemented with the Active Eliciting method, a method in which “indigenous assistants are asked to create their own set of data without translating words or sentences”. However, since this glossary is the result of a short-term documentation project, in which text collection and grammatical description where pressing concerns, it was only in August 2018 that we extracted the plant entries and asked the members of the speech community to add plant
names. This task is currently being carried out with the assistance of the trainees (Maebell and Jenniffer, §1.7.2.2) and is not yet complete.

9.1.2 Structure of the glossary

The glossary is subdivided in two main parts, the Alta-English glossary, and the reversal English-Alta index. All the elements in both parts are organized alphabetically.

The Alta-English glossary is organized using FLEEx’s hybrid mode, which is a combination of the root-oriented and the lexeme-oriented approaches. In this mode, both roots and derived lexemes are displayed as main entries, and in addition, derived lexemes are also displayed as subentries. Thus, if the reader wants to know the meaning of the word mengated, he can find the word listed under the letter M. In this case, the word entry shows the glossing translation ‘to give’ and also provides the form which it is derived (with the abbreviation der. of áted). In addition, a reader may directly recognize that mengated is a derived lexeme carrying a meng- prefix and the root ated, and thus could also find mengated listed as a subentry under the headword ated ‘give’. We consider the hybrid mode of representing the lexical data as practical for the speech community, and can also be interesting for linguists as it provides an idea of the possible voice derivations of each root.

The reversal index was created by copying the English gloss of each Northern Alta word into the field Reversal form. The glosses were subsequently modified in order to have a more user friendly reversal index. For example the glossing the V-word mengated is ‘to give’. But since most V-words have their English glossing starting with the particle “to”, we decided to remove them. Thus if the user wants to know how to say give in Alta, it is possible to go directly to the letter G and find the Alta equivalents of give.

9.1.3 Content of an entry

Each entry contains a headword, which, as we have seen, may either be a root of a derived stem. The headword is followed by an abbreviation of the word class it belongs to. The classification of word classes in the glossary follows the one provided in Chapter 5 of this dissertation. A table of abbreviations of word classes is presented in the glossary in §9.1.7, and also appears in the full list of abbreviations of this dissertation (§11.1).

The next part of the entry is the English translation. When extracting a glossary from the lexical database FLEEx displays the gloss of a word as the translation by default, unless a
A definition is introduced in the definition field, in which case it is the definition that is displayed in the printed glossary. We have tried to keep the glosses as short as possible because glosses are used when carrying out interlinear glossing. Whenever we needed more words to express the meaning of an Alta word, we decided to introduce a longer translation in the ‘definition’ field, but kept an orienting English word in the field gloss. As an example of this issue, we have glossed the action-denoting root an with the single gloss eat, but in the definition field we translate it as the act of eating, which is what appears in the glossary as a translation. We have tried to be consistent in following this and other conventions, all of which are listed on Table 9.1 below.

Table 9.1 Some conventions followed when adding English translations to the entries

<table>
<thead>
<tr>
<th>Type of word</th>
<th>Word class abbreviation</th>
<th>Translation (Gloss / Definition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>action denoting root</td>
<td>n</td>
<td>act of + meaning of the root in gerundive form. (ex: the act of eating)</td>
</tr>
<tr>
<td>V-word</td>
<td>v</td>
<td>to + infinitive (ex: to eat)</td>
</tr>
<tr>
<td>Stative V-word</td>
<td>st</td>
<td>English adjective</td>
</tr>
<tr>
<td>place name</td>
<td>n</td>
<td>Alta place name</td>
</tr>
<tr>
<td>plant or animal name</td>
<td>n</td>
<td>kind of plant / kind of animal</td>
</tr>
<tr>
<td>Alta person word</td>
<td>n</td>
<td>name of Alta person</td>
</tr>
<tr>
<td>personal Pronoun</td>
<td>pron</td>
<td>gloss (see Appendix B)</td>
</tr>
<tr>
<td>Demonstrative</td>
<td>dem</td>
<td>gloss (see Appendix B)</td>
</tr>
<tr>
<td>Article</td>
<td>art</td>
<td>gloss (see Appendix B)</td>
</tr>
<tr>
<td>Interjection</td>
<td>intj</td>
<td>gloss (see Appendix B)</td>
</tr>
</tbody>
</table>

An entry also indicates the donor language in the case of items borrowed from other languages. The glossary contains about 230 words that are most likely borrowed from Tagalog, 150 Spanish words and 22 English words. The way in which Alta has borrowed from Spanish and English is unclear, but it is most likely that these words were borrowed through Tagalog or Ilokano. An entry may also indicate the source of the word (or the name of the person who collected it, as we have seen in §9.1.1), and in the case of roots, it also includes the words that are derived from the root (as explained in §9.1.2).
Finally, the entries belonging to the semantic field of plants contain additional information due to the fact that we recently became aware that the Alta have a wide knowledge of plants, and therefore considered the option of compiling a plant mini-dictionary. For this reason, some plant entries in this glossary include an English translation of a recorded description of the plant in Alta (sessions 93, 94, 95), and may also include the Alta original text and the reference number of the description in the corpus of recording. Some plant names also include the scientific name, which requires further verification with a plant specialist. As other semantic fields of the lexical database, the plants have semantic field tagging (with the code 1.5 – Plant). In the future, the entries carrying this tag can be selected and exported in order to compile a thematic mini-dictionary. However, as pointed in §9.1.1, this is still an ongoing task.

As for the entries in the reversal index, each entry is headed by the reversal form in English, and it is followed by the translation to Northern Alta and the word class to which the Northern Alta form belongs to.

9.1.4 The FLEEx lexical database and the printed glossary

This printed glossary was extracted from the Northern Alta lexical database that we have built up with the software Fieldwork Language Explorer (FLEEx), developed by the Summer Institute of Linguistics (SIL). The data in the FLEEx lexical database can be configured in order to be exported as a Word document (in XHTML format), or as a dictionary document (through Pathway software). The configuration options allow the user to select which information from the lexical database will be extracted to the glossary and under which formats. Thus, although this glossary is a printed version of the lexical database, it does not contain all of the information included in the database.

In addition to the information provided in the glossary, the FLEEx lexical database includes photos for a number of plant entries, semantic domains for 760 words, and reconstructed forms for 200 words, which were extracted from Blust and Trussel's Austronesian Comparative Dictionary (2010 - ongoing). Although neither the glossary nor the lexical database contains example sentences, examples can be found through searches in the corpus of ELAN texts.
9.1.5 Problems and limitations of this glossary

9.1.5.1 The glosses in the lexicon and in the grammar

A minor difference between the abbreviations of the lexicon and the grammar is the fact that the abbreviations of word classes appear as lower cases in the lexicon, while in the grammar they appear in capital letters. For example, Static words (§7.5) are glossed with the abbreviation ST in the grammar but as st in the lexicon. As a solution to this problem, both glosses appear on the same line in the table of abbreviations (Table 10.1), separated by a slash: ST/ st

9.1.5.2 Orthography

The orthography used in this glossary follows the practical orthography described in §2.4 and used in the corpus of ELAN annotated recordings. In addition to these rules, and given that the position of the stress syllable in a word cannot be predicted, we considered that it would be useful for the readers to know the location of the stressed syllable in an Alta word. For this reason we decided to add an acute accent over the syllable nucleus. The problem here is a matter of consistency, given that not all words show this information.

On the other hand, the words that come from previously collected materials (see §9.1.1) use different spelling systems. Since we were not sure of how to adapt them to the current orthography, we decided to leave them as they appear in the source.

Finally, a number of words are spelled with capital letters, these include two main subtypes of U-words, place names and person names.

9.1.6 Future plans for the glossary and lexical database

At this point, the vocabulary appearing in this glossary is limited to collected wordlists and to the words that I imported from FLExt texts during the process of adding interlinear morpheme glossing. However, as we have seen, these methods have not been complemented with other methods such as Active Eliciting. In the future, if the host university provides computers to the trainees of this documentation project, the community will have the opportunity to expand the vocabulary autonomously with the collaboration of the trainees, who have been trained to add words to the glossary. As explained in §9.1.1, the trainees are currently working on the expansion of plant names, but they will be working on paper until I receive
permission to donate part of the documentation material (including the trainees’ laptops) to the community.

In order to give priority to text collection and grammatical analysis, in-depth semantic analysis has not yet been carried out as part of this documentation project and was left for the future. For this reason, the reader may find in the reversal index that a number of words such as *chop, boil* or *dirt* show two or three Alta counterparts, each of them with a different root. To this point the semantic contrasts between these different counterparts has not been investigated and thus require future research.

Similarly, other relations between words need further research in the future. To this point point, the glossary only treats a limited number of forms as homonyms (for example the Predicate Marker *ay* and the Interjection *ay*, or the 3s.GEN *na* and the Adverb *na* ‘already’) and treats most words with the same shape and different meaning as cases of polysemy). This can be observed in entries in which multiple word classes and senses are listed under the same headword. In addition, the current glossary only contains limited information on semantic relations between words. These relations can be introduced in the future, since FLEX allows to indicate synonymy, antonymy, hyponymy or hypernymy and even customized relations by using the field “Lexical Relations”.

Finally, a better version of this glossary would contain example sentences, showing the reader how to use a specific word in context. The entries of the glossary and the lexical database do not contain such examples. However, FLEX allows to check words in context by rightclicking in a specific word and choosing the option “show entry in concordance”. Another possibility of finding words in context is by running searches in the ELAN corpus of annotated texts. It is by using these methods that we have detected most of the examples presented in this grammar.

### 9.1.7 List of Abbreviations in the glossary

Table 9.2 presents the abbreviations used in the glossary. A number of these abbreviations are specific to the software FLEX and do not appear elsewhere in this dissertation. For the sake of clarity, we present these abbreviations in isolation in the table below. In addition, a complete table of abbreviations in this dissertation is provided in Appendix A.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>acw</td>
<td>affixed content word</td>
</tr>
<tr>
<td>adv</td>
<td>Adverb</td>
</tr>
<tr>
<td>art</td>
<td>Article</td>
</tr>
<tr>
<td>coordconn</td>
<td>Coordinate Conjunction</td>
</tr>
<tr>
<td>dem</td>
<td>Demonstrative</td>
</tr>
<tr>
<td>der. of</td>
<td>derivative of</td>
</tr>
<tr>
<td>discconn</td>
<td>discourse connective</td>
</tr>
<tr>
<td>exist</td>
<td>Existential</td>
</tr>
<tr>
<td>fr.var of</td>
<td>free variant of</td>
</tr>
<tr>
<td>ifx</td>
<td>infix</td>
</tr>
<tr>
<td>[ilk]</td>
<td>Ilokano borrowing</td>
</tr>
<tr>
<td>int</td>
<td>Interrogative Pronoun</td>
</tr>
<tr>
<td>intj</td>
<td>Interjection</td>
</tr>
<tr>
<td>[jen]</td>
<td>word collected by trainee Jennifer Marques</td>
</tr>
<tr>
<td>[lar]</td>
<td>word extracted from Reid (1991b)</td>
</tr>
<tr>
<td>lk</td>
<td>Linker</td>
</tr>
<tr>
<td>MP</td>
<td>minimal pair</td>
</tr>
<tr>
<td>n</td>
<td>noun / U-word</td>
</tr>
<tr>
<td>neg</td>
<td>Negator</td>
</tr>
<tr>
<td>pfx</td>
<td>prefix</td>
</tr>
<tr>
<td>pl</td>
<td>plural</td>
</tr>
<tr>
<td>pl.m</td>
<td>Plural Marker</td>
</tr>
<tr>
<td>pm</td>
<td>Predicate Marker</td>
</tr>
<tr>
<td>prep</td>
<td>Preposition</td>
</tr>
<tr>
<td>pron</td>
<td>personal Pronoun</td>
</tr>
<tr>
<td>say. of</td>
<td>saying of</td>
</tr>
<tr>
<td>sfx</td>
<td>suffix</td>
</tr>
<tr>
<td>[sp]</td>
<td>Spanish borrowing</td>
</tr>
</tbody>
</table>
9.2 Northern Alta Glossary

9.2.1 Northern Alta – English Glossary

A a

a1 lk linker particle
a3 intj interjection
a- pfx content word prefix
-a ifx RDP
=a pron 2s.ABS
fr. var. a2
a’a’ (fr. var. of aká’)
a’ána’ u children
(der. of ána’)
a’ángas u boyfriend, girlfriend
a’áyuwan u grove, forest
(der. of ayúh)
abat intj interjection
ababáyo u wound on hands
abágan u barking of a dog
abanatú’an u Cabanatuan
a’báng u act of climbing
•a’bangen v to climb something
•uma’báng v to climb
a’bangen v to climb something
(der. of a’báng)
abantáyan v to guard something
(der. of bantáy)
abdé’ u body
abdét u footprint
•abdetán v to mark somewhere

abdetán v to mark somewhere
(der. of abdét)
abé u mat
[v]
abó u 1. hearth 2. ashes
[lar]
abogádo u lawyer [sp]
ábut u act of reaching
•umábut v to reach
abuwedán u sandy place
(der. of buwed)
aC- {fr. var. of eC-} pfx PRG
ada’at u act of standing up
a’dan {fr. var. of atdán}
adánayan u relative
fr. var. wáyay
•pet’adánayan u relatives
ádat u thistle of the mountains "We call
this plant the Thistle of the Mountains.
We sometimes plant and harvest it,
since it is quite easy to grow. Its roots
can survive. As it is sharp, it can cause
wounds on the ankles."
addan u poor
addyó u far
addyos! intj interjection [sp]
adé! intj interjection
aded nen dí! intj interjection
adidínó adv wherever
adíno int where
adlang u act of impeding
ádo u much, many
adóy! intj interjection
adoya! intj interjection
adútay u abaca
adúwan u other, different
adyan u location, position
agád adv immediately [tag]
•ka’ágad adv right away
ágap u promptness, quickness
•me’ágap st quick
age- pfx RDP
agél u kind of plant
ágep u act of rescuing
•manágep v to be rescued
•penángep u rescue
agtáy u liver
ahéno int what
fr. var. aséno
áhon u act of ascending [tag]
•um’áhon v to go up
aká’ intj interjection
aká’ u older sibling
fr. var. a’a’
•pet’ákan u siblings
akála v to believe
akásyap u acacia tree [tag]
[lar]
akkwá intj interjection
akógunan u hideout
akúyog u friend
[v]
ala’ala u act of remembering
•ipa’alá’ala v to remind
alabingat u kind of fish
alága u care [tag]
alák u wine [tag]
alakalakán u back of the knee [tag]
áláng u act of coming from somewhere
•umáláng v to come
álangan u abnormal, uncertain [tag]

Alangyán u Katmon [Dillenia philippinensis]
álap u act of getting
•álapen v to get something
•ma’álap v to be able to obtain
•mengálap v to get
•pengálapan acw source of income
alápen v to get something
(álap)
alapnít u bat
alápawan u 1. grandson 2. grandfather
álat u act of biting
•áláten v to bite something
áláten v to bite something
(der. of álát)
albí u mercy, compassion
[lar]
•me’albí st compassionate
albógan u west [lar]
aldèn u stairway, ladder
[lar]
alébangbang u butterfly
alé’en u wild cat
alekabuk u dust
[lar]
alénuh; anínuh u shadow
[lar]
aléwi u left
fr. var. awili
ali u act of coming
•umáli v to come
alibabá’ u drivel, drool
[lar]
alí’sap u act of forgetting
aliyo’ u act of looking for, searching
•aliyo’én v to search something
•men’aliyo v to search
•mengáliyo’ v to seek
•penmangaliyo acw making a living
aliyo’én v to search something
(der. of aliyo’)
alloh u pestle for rice
[lar]
áló’ u act of offering
fr. var. alok
•alo’an v to make an offer to someone
•ialo' v to offer something
alo'an v to make an offer to someone
  (der. of aló')
aló b u 1. odor 2. kiss
•aloban v to kiss someone
•alóben v to smell something
aloban v to kiss someone
  (der. of alób)
alóban u sheath for bolo
[lar]
alóbasa u pumpkin [sp]
áloben v to smell something
  (der. of alób)
alók u 1.
der. of aló'
alta u 1. person 2. Alta language 3. Alta
  people
Alteia u falls nearby Diteki
álu'du' u act of hunting
•mengáludu v to hunt
•pengáludu' acw hunting material
álun u wave
  [lar]
=am {fr. var. of =amyú}
amá u father
•pet'áma u father and children
ama'u u fist
aménen v to consume something
  (der. of amin)
=amí pron 1pe.ABS
amin act of consuming
•aménen v to consume something
•memin st consumed
•minámin v to have run out
•mináminén st consumed
ámo u boss [sp]
amóte u sweet potato [sp]
ampalayá u wild cucumber
amúl u gnat
amúti a ayúh u sweet potato / Ipomoea
  Batatas/"If you wait for four months it
  will bear many fruits. Sometimes we
  plant it. Its leaves are also edible. You
  can cook the leaves or eat them raw.
  The fruits are also edible, if you peel
  them and boil them in a pot with water.
  The fruit is called Amúti."
=amyú pron 2p.ABS
fr. var. =am
an u act of eating
•anén u cooked rice, food
•e'anén u food
•mengän v to eat
•menpa'an v to feed
-an ?? > v sfx LV
=an adv is said to
ána' u child
•a'ána' u children
•anna' u children
•apapa"ana' u infant
•iyáná' v to be born
•men'ána' v to breed
aná' a ba'ík u baby
anáy u termite
anén u cooked rice, food
  (der. of an)
anén ni kuníhu u rabbit's foot fern
[ Davallia Solida] "The leaves of this
  plant can be used to feed the rabbits. If
  you chop them with a knife, and place
  them in a sack, you can feed the rabbits
  in your farm."
angán (fr. var. of hangán) coordconn
even
angán papéno adv no matter how
anges u act of breathing
anggú u kind of berry fruit
  [jen]
ángin v to go somewhere
ání u act of harvesting
áníg 1. u similarity 2. subordconn like
•anígen v to imitate someone
•umaníg v to be like
ánígen v to imitate someone
  (der. of aníg)
ánim u six [tag]
anito u spirit, ghost
aniyúlan u coconut plantation
  (der. of niyúl)
ánkop u moral lecture
anna' u children
  (der. of ána') [lar]
annólen v to know someone or something
  (der. of nnol)
anod u current of water
If you smell this plant, it can be quite malodorous. It smells like a fart, but it can be used as medicine for cough. If you have sore throat or phlegm, you can make a necklace with the stem and leaves, wrap it around your neck and wear it.

a'tul u half
(der. of etúl)
atulung u slave
[lar]
áwad u act of reaching
•awádan v to give something
awádan v to give something
(der. of áwad)
awáyan u bamboo
awíli (fr. var. of aléwi) u left hand
awón exist not.exist
•men'áwọn v to to abandon
ay1 pm predicate marker
ay2 intj interjection
ay3 u act of going
•i'ay v to bring someone somewhere
•ináy v to have gone
•ináyan v to go somewhere
•ume'áy v to go
ay di! intj interjection
ay nakó intj interjection [tag]
ayán v to live, dwell
[lar]
aydi intj interjection
ayó intj interjection
áyud u hammock
áyúh u 1. tree 2. wood
•a'áyuwan u grove, forest
•me'i'ayuh v to collect firewood
•men'ayúh v to cut trees, to log
ayús u order
•ayúsen v to arrange something
ayúsen v to arrange something
(der. of ayús)

babág u quarrel
baba'ík u very little, small
(der. of ba'ík)
badíl u gun [eng]
•badílen v to gun something down
badílen v to gun something down
(der. of badíl)
bádo u t-shirt
•menbádo v to wear
bága' u ember
[lar] MP bagá'.
bagá' u lungs
[lar]
bagal u slow
[lar]
bag'ang u molar tooth
[lar]
bágay 1. subordconn when, in order to, during, thus 2. u thing [tag]
bagíyo u storm, typhoon [tag]
bágo u new, fresh [tag]
•menbágo v to change
•pembabágo u change
bago'óng u shrimp or fish paste [tag]
Bagyá u name of Alta elder
bahaghári u rainbow [tag]
[lar]
bahála u responsibility, charge [tag]
bahin u act of sneezing [tag]
[lar]
ba'ík u small, few, young
•baba'ík u very little, small
•bebba'ík u young
ba'ít u kindness
•mebá'ít st kind
baká adv maybe, if [tag]
bákal u iron [tag]
bakbak u down
bakkás u act of uprooting, detaching
bákul u fence [tag]
•pengbákul acw material used to build a fence
bal u loincloth, g-string
•me'ebál v to wear the G-string 'bal'
•menbál v to wear G-string
bálak u plan, idea [tag]
baldé u bucket [sp]
Baléd u Baler town
balegbég u kind of lizard
=bálí 1. adv expresses discovery 2. so
balíkat u shoulder
Balíti u Balite tree
báló 1. u new 2. subordconn before
balsah u raft [sp]
banagán u lobster
bandá u side, direction [sp]
bangká u boat, canoe [sp]
bangkó u bench, chair [sp]
bangkók u Bangkok tree
bantáy u 1. market 2. town
bánuwan u 1. market 2. town
ba'o'úl u turtle
barangáy u barangay
báryo u village [sp]
basá u act of reading [tag]
•menbasá v to read
basáw u outside
basé'ot u monitor lezard
báso u glass [sp]
•menbáso v to build a house
bélúh u widow, widower
be'a' u bow
bebba'ík u young
(dér. of ba'ík)
be'és u 1. old woman 2. wife
begás u husked rice
bele- pfx RDP
beli u house
•binalebbeli u group of houses
•menbeli v to build a house
beló u widow, widower
[sp]
belón u provisions
•menbelón v to take provisions on a trip
•pengbelón acw food used as provision
bélúh u widow, widower
[lar]
bènèg u buttocks
[lar]
benéng u river
bèngáh u water jar
[lar]
benglé u 1. middle 2. deep sea
benta u act of selling [sp]
bentiladór u fan [sp]
beráso u arm [sp]
bérde u green [sp]
besbes u kind of Alta food
béses u time, occasion [sp]
beta’an v to split
[lar]
betláy u act of carrying
•betláyen v to carry on shoulder
betláyen v to carry on shoulder
(dér. of betláy)
bétu’ u nape of neck
[lar]
betúh u stone, rock
•ebbetú’an u river, place full of stonesn
bid u act of saying
•biddán v to scold someone
•bidden v to tell someone
•ubbide v to tell something
•me’ibidde v to be able to say something
•penbiddán acw advice, reprimand
biddán v to scold someone
 (der. of bid)
bidden v to tell someone
 (der. of bid)
bí’en u proximity
•bi’nán v to approach something
•mebí’en st near
bi’et u lazyness
•mebi’et st lazy
bigkisen v to tie in a bundle
[lar]
biglá adv suddenly [tag]
bihira adv rarely [tag]
bílang u 1. act of counting 2. as, by way of
bi’lat boa
bila’uh u winnowing basket
[lar]
biláy u life
•ibilay v to raise someone
•ikabilay u source of income
•mebilay st alive
bíl í u act of buying
bílóg u circle
bilut u act of rolling into a cylindrical shape
bimbí’ u aunt
binalebbelí u group of houses
 (der. of belí)
bi’nán v to approach something
 (der. of bi’en)
bine’ u step
bingáw u harelip
[lar]
bínhí u seed for planting
bisa neg no, not
bisa bat? isn’t it?
bisita u visitor, guest [sp]
biskál u string, rope
bitélen u hungry
 (der. of bitíl)
bithay u sieve, sft
[lar]
bítíl u hunger
•bitélen u hungry
bit’ing u ankle
bitón u star
[lar]
bitsín u vetsin [tag]
bítu’an u intestines
biyáhe u trip, travel [sp]
bla’ u act of dividing
•bla’én v to divide something
bla’én v to divide something
 (der. of bla’)
bíongay u balobo [jen]
blu u blue [eng]
bo’ u hair feather
bobóng u backside
bol u knee
bóla u ball [sp]
bólpen u ball pen [eng]
bónes u act of wrestling
•menbones v to wrestle
bósíu u voice [sp]
 [lar]
bóte u bottle [sp]
botones u button [sp]
brawn u brown [eng]
bu’ás u act of clearing
•bu’sán v to open something
bubúng u household
buddé’ u blossom
•memuddé v to blossom
•menbuddé’ v to blossom
budi v to want, to like
•budi ta’a I love you
•budin u love
•penbudín u acw love
budi ta’a I love you
 (der. of buddí)
budín u love
 (der. of buddí) [lar]
bugáwen v to drive away
[lar]
búhay u life [tag]
bú’ig u bunch
buklat u act of opening
buklul u tumor
[lar]
buksán v to open something [tag]
bukungbükung u ankle
[lar]
búlak u cotton  [lar]
bulaklík u flower
•bulaklakan u flowered
bulaklakan u flowered
(der. of bulaklák)  [lar]
bulallá u kind of fruit similar to rambutan  [jen]
bulán u 1. moon 2. month
bulángen u monkey
bulú u blind
bulí u 1. buttocks 2. anus  [v]
bulítning u sty in one’s eye  [lar]
búlo u pack, bundle  [sp]
Buluy u place within the Alta world
bumbula u bubble  [lar]
bumbulús v to flow  [lar]
bumbo’u v to constitute
bunáy u egg, roe
bunbunan u fontanelle  [lar]
bungaw u testicle
bungótung u wild pig
bunsó u youngest child
bus u lezard
busádih u tumor
bu’sán v to open something  ( bu’ás)
but u act of throwing
•ibút v to throw something away
•minébut st lost
butág u areca nut
butíl u lie
•mebutíl st lie, false
•menbutíl v to lie
buting u kind of marine fish
butlí u cyst
•butlíbutlí u covered with cysts
butlíbutlí u covered with cysts
(der. of butlí)
butól u seed of fruit
butu’u u kidney  [lar]

bu’ut u act of separating
•ibu’út v to set something aside
buwág u act of leaving
buwáy u remain, leftover
buwáyah u crocodile
buwéd u sand  [v]
•abuwedán u sandy place
buybúy u broom

C- v pfx RDP
=Ce adv already
CVCV- pfx RDP

-D d
-d- ifx RDP
=d adv aspectual particle
da subordcon since
da’ep u act of catching
•meda’ép v to be able to catch
•menda’ép v to catch
dagdag u act of adding  [tag]
•dagdagán v to add to something
dagdagán v to add to something
(der. of dagdag)
dagís u moutain rat
dagmáng u act of stumbling
•mendamáng v to stumble
dagté’ u sap of a tree  [lar]
dahilan prep because, thus  [tag]
•dahilan prep because
dahilan prep because  [tag]
(der. of dahíl)
Dakyapin u Alta person noun
dalám u night, evening, late
•dalamdálam adv every night
dalamdálam adv every night
(der. of dalám)
dalampasigan u shore, seashore  [lar]
dalát u sea
dalíri u finger  [tag]
dalmét u weight  [lar]
dam1 u dam  [eng]
dam2 u act of borrowing
damét u hand
• dametdamét u hands
dametdamét u hands
(der. of damét)
dammanol v to study
[lar]
damó u grass
damólagen u act of chasing [tag]
• damólagen v to chase something
damólagen v to chase something
(der. of damólagen) [lar]
damóng makahiyá u kind of plant
[Mimosa Pudica] “This plant is used during All saint’s Day. Some people paint the leaves and give them the appearance of a flower, then they place them on the graves. The decorated plant can be sold for 10 pesos a piece. The root can be used as medicine to treat the bleeding caused by a miscarriage.”
dangkal u span of 8 inches
dápat v must, should [tag]
dápáp u indian coral tree
dastér u dress
dat u 1. act of reaching 2. act of experiencing 3. act of guiding
• madat v to be able to reach
daténg u act of arriving
• dumaténg v to arrive
• pangadaténg u arrival
dáti adv originally, previously [tag]
da’út u act of sharing
• da’útan u share with someone
• menda’út v to share
da’útan u share with someone
(der. of da’út)
dáya’ u act of cheating
[lar]
dayámih u rice straw
[lar]
dayáper u diaper [eng]
dayó u act of visiting [tag]
• dayúhan u outsider, foreigner
• dumáyo v to visit
dayúhan u outsider, foreigner [tag]
(der. of dayó)
de- pfx RDP
= de pron 3p.GEN
debbelew u opposite side
debdi u girl
debúy u pig
dedde’len v to enlarge
(der. of de’él)
deddiyán u 1. old object 2. previous
de’él u big
• dedde’len v to enlarge
de’len v to grow
de’ép u act of hunting
delán u road, way
delawá u two
de’len v to grow
( de’él)
delikádo u critical, delicate
demét u contest
demó u 1. first 2. eldest child
• medemo st be first
• pa’idemówan acw first, primary
demót u greedy, glutton
dengét u dirt
depóg u carabao
di intj interjection
di’ám pron 2p.LOC
di’ami pron 1pe.LOC
di’amiyú pron 1p.LOC
Dianawan u name of a Barangay
di’aw u similar
di’áw pron 2s.LOC
dibáyder u divider
Dibbanawan u Alta place name
Dibbulúwan u Alta place name
Dibut u Dibut barangay
diddé pron 3p.LOC
fr. var. didde’; di’dé
di’en pron 1s.LOC
di’étam pron 1pi.LOC
digdig u next to
Dikildit u Alta place name
diláh u tongue
dilá’i u uncle
dilámita u dynamite [sp]
diláw u yellow
Dildil u name of Alta elder
dilig u act of watering plants
• pendiligen acw watering of the plants
dilód u downstream
dilus u act of bathing
•mendilús v to bathe
Dimananglá u Alta place name
Dimáni u Alta place name
Dimasalan u Alta place name
Dimasingay u Alta place name
Dimaya’an u Alta place name
Dimaya’ni u Alta place name
Dimasalan u Alta place name
Dimasingay u Alta place name
Dimaya’an u Alta place name
dinan v 1. to reach
2. to see
dingáto u upstream
dingding u wall
dinmanan v to have passed through
something
 derail. of dman)
di’o mano it is said
dipá’ u phantom
Dipacúlao u Alta place name
dipáning u the other side
diplét u dirt
•dipléten v to make dirty
•mediplét st dirty
dipleten v to make dirty
 der. of diplét)
disálad u 1. inside 2. under
•ipadisalad v to put something under
something else
•medísalad st deep
diskárga u unload
ditáh u devil Tree [Ditáh Alstonia
 Scholaris] “I’in man Ditáh, kung a ngo’an
mi ’in, dahil kumkatas siya mapoti-i.
Obra siya ti talengo-i o kaya in
melukmat a kukúh ipateg doon na siya a
umansay, in kukú ah ma’eg’ang, siyad
yay in mensoli. Soliyan na in uwah ha.”
(95.134) “Ditáh is how we call this plant,
as its juice is white. It can be used for
wounds or for example if a fingernail is
removed, you can cure the remaining
part with the juice that is released by the
stem, and the nail will grow again. ”
“Obra siya ti Malaria-i in katas na. In ulit
na sepsepen mo siya, obra siya a
inomen hela, pag iniligam ti waget-i.
Palboten mo in waget, obrad siya a
inomen. Herbal hela siya.” (95.142) "It's
juice can also be used for Malaria. You
can suck the bark, and you can also
drink it, after boiling it with water. It is
also a medicinal herb.”
Ditá’ilin u name of a Barangay where the
Alta lived in the past (Maria Aurora)
Dite’i u Alta place name
Dítólago u Alta place name
Ditumabo u Alta place name
diyá pron 3s.LOC
=dla adv only
dman u act of passing
•dinmanan v to have passed through
something
•dumman v to pass
doktór u physician [sp]
doon u leaf
dóse u twelve
dpen u act of reaching
•edpenén v to reach something
dtón u act of placing
•idtón v to place something
du- pfx RDP
dugsún u act of linking
dumá’el v to flood
dumaténg v to arrive
 der. of daténg)
dumáyo v to visit
 der. of dayó)
dumman v to pass
 der. of dman)
dumu’el u birch
[lar]
Dupínga u Dupinga river
du’ut u firewood
•du’útan v to feed the fire
du’útan v to feed the fire
 der. of du’ut)
dúwa u two
•pengadwá adv secondly
dúyan {fr. var. of indáyon}
Dyábobo u place in Diteki, by the river
Dyáned u Alta place name
dya’yay 1. adv now 2. adv today
3. disconn then
 fr. var. ya’yay
dyós u god [sp]
E e

e- v pfx allomorph of i-

=é' pron 1s.ABS

e"anén u food

(d. of an)

ebetu'an u river, place full of stones

(d. of betúh)

ebut u act of losing

•me'ébut v to disappear

ebút u hole

fr. var. ubut

eC- pfx progressive aspect prefix

fr. var. aC-

edád u age [sp]

eddén u load

•eddenán v to carry something

eddénán v to carry something

(d. of eddén)

edét u 1. garbage 2. underbrush

edpenén v to reach something

(ed. of dpen)

edsangán v to carry something

(ed. of eddén)

edsáng u place for lying down

(ed. of edsáng)

edúng u nose

e'élan u group, union

eg'ang u act of leaving

•eg'ången v 1. to remove something 2. to quit or leave something

•ma'eg'ång v to be able to quit

•pa'eg'ång v to have (some definite thing) removed (by somebody)

•umeg'ång v to depart, to leave

eg'ången v 1. to remove something 2. to quit or leave something

(d. of eg'ång)

egém u ant

egét u intestines

[lar]

egúng u roaring

élan u 1. act of accompanying 2. spouse

•pet'élan u couple of companions

élán u all

elikopter u helicopter [eng]

elseng u act of looking

•elsengán v to look at something

elsengán v to look at something

(d. of elseng)

elsotan u way through

(d. of Isot)

elwás u act of crossing

•iyelwás v to take something across

•umelwás v to cross

emán u betel chew

[lar]

•pen'eman acw betel chew practice

émangguh u crab

[lar]

émit u kind of fruit

[jen]

-en ??? > v sfx PV

=én dem PROX.DEM.ABS

=éna (fr. var. of =iná) dem MED.DEM.ABS

èná u pus

[lar]

epát (fr. var. of apát)

eropláno u airplane [sp]

eskwélahan u school [sp]

essyán u place

et- pfx RDP

étaleng u ilongot tribe

etay u excrement, residue

etlén u act of swallowing

•etlenán u throat

•iyetlén v to swallow something

etlenán u throat

(d. of etlén)

iyetlén v to swallow something

etlenán u throat

(d. of etlén)

etteng (fr. var. of tetteng)

ettút u act of farting

etugèn v to escort

etúl u cut, chop

•a'tul u half

ewwádi u siblings

(der. of wádi')

F f

falls u fall

five u five

G g

-g- ifx RDP

-ga- ifx RDP
<table>
<thead>
<tr>
<th>Tag</th>
<th>English</th>
<th>Sample Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>gágawin</td>
<td>v to do something</td>
<td></td>
</tr>
<tr>
<td>megagawi</td>
<td>v to be able to do something</td>
<td></td>
</tr>
<tr>
<td>pengágawi</td>
<td>acw task, making</td>
<td></td>
</tr>
</tbody>
</table>
| gágawin | v to do something  
(der. of gágawi) |
| gagsa | include |
| galámay | u finger |
| galang | u respect |
| igalang | v to respect someone |
| galáw | u game, contest |
| mengálaw | v to play |
| galis | u ringworm |
| gamas | u act of weeding plants |
| gamasan | v to weed a land  
(der. of gamas) |
| mengamás | v to weed |
| pengamás | acw tool for weeding |
| gamasan | v to weed a land  
(der. of gamas) |
| gambul | u act of loosen the soil |
| gamit | u tool, personal things [tag] |
| gamitan | v to use something |
| gamitan | v to use something  
(der. of gamit) |
| gámó x | u medicine [tag] |
| menpagamot | v to cure |
| gandá | u beauty |
| meganda | st. beautiful |
| ganít | u taro |
| gapang | u act of crawling |
| gapangan | v to crowd somewhere |
| gumapiang | v to crawl |
| gapangan | v to crowd somewhere  
(der. of gapang) |
| gapúèn | u bind  
[lar] |
| gárden | u act of gardening, garden [eng] |
| gátas | u milk |
| gaté' | u coconut milk |
| gate'an | v to cook with coconut milk |
| gate'an | v to cook with coconut milk  
(der. of gaté') |
| gaya' | u act of preparing |
| igayá | v to prepare something |
| mengayá' | u prepare |
| gayat | u act of chopping |
| gayáten | u chop |
| gayatgayaten | v to slice |
| gayáten | u chop  
(der. of gayat) |
| gayatgayaten | v to slice  
(der. of gayat) |
| gded | u act of requesting |
| gdeden | v to request something |
| umagded | v to request |
| gdeden | v to request something  
(der. of gded) |
| gegámbah | u spider |
| gelgél | u slice |
| gelgelén | v to slice something |
| menggelél | v to slice |
| gelgelén | v to slice something  
(der. of gelgel) |
| gemgém | u 1. *act of holding* 2. assistant |
| gemgeman | v to hold something |
| menggem | v to hold |
| gemgeman | v to hold something  
(der. of gemgém) |
| gepét | u 1. knot 2. bunch |
| gepettán | v to tie somewhere |
| menggeppét | u soldier |
| gepettán | v to tie somewhere  
(der. of gepét) |
| gerra | u war [sp] |
| getél | u itch |
| mengetél | v to itch |
| gèyèt | {fr. var. of útin} |
| giginto | u iron pyrite  
(der. of ginto) |
| gíling | u act of grinding  
[lar] |
| ginan | u act of running |
| menginain | v to run away |
| ginébra | u gin [sp] |
| ginílat | u spearfishing arrow |
| ginto | u gold |
| giginto | u iron pyrite |
| magiginto | u gold seeker |
| gísa | u act of cooking [sp] |
| igísa | v to cook something |
| gitè'èn | v to tickle someone  
[lar] |
• gobyérho u government [sp]  
gong u thinness  
grín u green [eng]  
grípo u faucet [sp]  
gsá' u act of flowing  
• gsá'an v to flow somewhere  
• gumsá v to flow  
gsá'an v to flow somewhere  
(deer of gsá')  
gu- pfx RDP  
=gul adv indeed  
gulay u vegetable  
gulugud u spine  
(lar)  
gulugud ni pagu-i u clavicle  
(lar)  
gumá pang v to crawl  
(deer of gapang) [lar]  
gumsá v to flow  
(deer of gsá')  
gurámut ni ti'éd-i u toe  
(deer of ti'éd) [lar]  
gusgus u act of scratching  
[lar]  
guyod u act of pulling  
• guyóden v to pull something  
guyóden v to pull something  
(deer of guyod)  

H h  
hábang subordconn while  
haiwey u road [eng]  
hakot u act of chopping  
• hakóten v to chop something  
• manhákot v to chop  
hakóten v to chop something  
(deer of hakot)  
halá intj ok  
haláman u plant [tag]  
halígi u pillar [tag]  
ahalimbáwa u example [tag]  
halo u mix  
• haluwan u mix something  
hálus adv nearly, almost  
haluwan u mix something  
(deer of halo)  
hámug u dew  
[lar]  
hanap-búhay u source of income [tag]  
hánbag u handbag [eng]  
handá ready [tag]  
hangán 1. subordconn even 2. prep until  
[tag]  
fr. var. angán  
hangan papéño adv no whater what  
háníp u lice, flea [tag]  
haplus u act of caressing  
• háplusen v to caress or stroke something  
háplusen v to caress or stroke something  
(deer of haplus)  
hapón u 1. Japan [sp] 2. japanese male  
haponesa u japanese woman  
hárap u front, aspect, presence  
• me'eháráp v to meet  
hasík u act of sowing  
• menhasík v to sow  
hati- pfx RDP  
háti u act of splitting  
háwi u act of parting underbrush  
• pengháwi acw tool for parting underbrush  
háyup u animal  
hela (fr. var. of =sélá)  
hen (fr. var. of =sen)  
hep (fr. var. of =sep)  
hibás u low tide [tag]  
hidap u difficulty, poverty  
hidwá'an u disagreement, conflict [tag]  
hikaw u earring [tag]  
hilig u inclination, interest [tag]  
• mehilig st prone  
hilod u massage [tag]  
Himena u name of Alta elder  
hina (fr. var. of =siná)  
hindada'él u thumb  
[lar]  
hiráp u difficulty, poverty [tag]  
• kahirapan u adversity, suffering  
• mehiráp st 1. poor 2. difficult  
• peghihiráp acw suffering  
homad u obstacle  
hubád u naked
-hubaden u to take of a piece of cloth
-me'ehubad st naked

hubaden u to take of a piece of cloth
  (der. of hubád)
hugpungan ni dameti u wrist

•mehúli v to catch, to hunt
•menhúli v to hunt
•penghúli acw tool for hunting
•penhúli acw hunting
húli adv last
hunos u share of crop
•mehonusan u source of income

I i
i- ??? > v pxv conveyance voice prefix
=i i spec specificity particle
i'α- px ST
ialo' v to offer something
  (der. of aló')
i'án u fish
  [v]
i'at u act of get up, standing up
  •i'i'at v to overcome something
  •umi'at v to stand up
i'ay v to bring someone somewhere
  (der. of ay3)
i'ayep v to bring someone/something
ibá u another [tag]
•iba'ibá u different
•ka'ibá u different
•káka'ibá u odd
ibábaw u surface, top, tip [tag]
iba'ibá u different
  (der. of ibá)
ibá'ide v to tell something
  (der. of bid)
ibensih v to kick
  [lar]
ibig sabihin discconn in other words [tag]
ibilay v to raise someone
  (der. of biláy)
ibitu v to bury
  [v]
ibudbud v to sprinkle
ibút v to throw something away
  (der. of but)
ibu'út v to set something aside
  (der. of bu'ut)
idép u forehead
idtón v to place something
  (der. of dton)
idúl u thunder
  [lar]
idu'út v to share something
idúwa adv day after tomorrow
=i'é dem LPROX.DEM.ABS
i'én dem PROX.DEM
igalang v to respect someone
  (der. of galang)
igayá v to prepare something
  (der. of gaya'
igdebi u kind of crop (irabi in Tagalog)
  [jen]
igdét u eel
  [v]
igísa v to cook something
  (der. of gísa)
igop u attraction [tag]
igórot u Igorot people
i'i'at v to overcome something
  (der. of i'at)
i'i'é dem LPROX.DEM
i'íná dem MED.DEM
i'issá u alone
ikabílay u source of income
  (der. of biláy)
ıkésap v to blink one's eyes
  [lar]
ikkabíth v to tie something
  (der. of kabíth)
ikiu? u act of turning
  fr. var. ikot
•um'ikod v to go around
ikot (fr. var. of ikot)
ilaga v to boil [tag]
ilát u lightening
  [lar]
iláway v to look down
  [lar]
ilbéng v to bury something
  (der. of lbeng)
ilebsang v to let go, to release
  (der. of lebsang)
ilé'n'bing v to mix something to something
in'inném u sixth
init u heat
•me’init st hot
inkantáda u enchanted [sp]
inlabindúwa u twelfth
inlabinisá u eleventh
inlimmá u fifth
innam u taste
•innaman v to taste something
•me’e’innám v to taste
innaman v to taste something
 (der. of innam) [lar]
inom u act of drinking
•inomen v to drink something
•ipa’inom v to make someone drink
•me’e’inom v to be able to drink
•uminom v to drink
inomen v to drink something
 (der. of inom)
inomulì v to return, to go home
inómunid a bulán adv next month
inpitó u seventh
insáppulo u tenth
insiyám u ninth
intá u act of seeing
•ipa’intá v to show something to someone
•ítán v to look at something
•me’intá v to find
intátlo u third
interés u profit [sp]
interesádo u interested, enthusiastic [sp]
intutúdu u index
inumbél v to fly
inwaló u eighth
ipa’ála’ala v to remind
 (der. of ala’ala)
ipa’dang u healing ritual
ipadisalad v to put something under something else
 (der. of disálad)
ipa’edsang v to lay something down
 (der. of edsáng)
ipaglaban v to fight [tag]
ipah u husk of rice
 [lar]
ipa’inom v to make someone drink
 (der. of inom)
ipa’intá v to show something to someone
   (der. of intá)
ipalit v to trade something
   (der. of palit)
ipamulat v to let someone know
ipáyong v to raise something
   (der. of páyong)
ipe- pfx causative prefix
ipeg- pfx causative prefix
ipés u cockroach
ipgés v to drip something
   (der. of pgés)
ipolung v to speak a language
   (der. of polung)
ipus u 1. hairy end of plants 2. tail
iral u prevalence [tag]
isabit v to hang something
   (der. of sabit)
isábug v to plant by scattering
isasá v to close
isahóg v to mix something
   (der. of sahóg)
isalang v to cook something by using a fire
   (der. of salang)
isá‘lat v to trade
   (der. of sa‘lat)
isalnag v to fry rice
 [lar]
isángép v to boil something
 [lar]
isáy exist to be at
isbù u urine
   • umisbú v to urinate
isdép 1. v to use 2. u start of school or work
   (der. of sdep)
isénag v to dry on the sun
   (der. of sinág) [lar]
isep u act of closing eyes
   • iyésep v to close one’s eyes
   • men‘isép v to close the eyes
isip u thought [tag]
   • isípen v to think about something
isípen v to think about something
   (der. of isip) [lar]
isitsit v to gossip
isi’yan v to to abandon someone
   (der. of si’yán)
isoli v to recover something
   (der. of soli)
issa u one [tag]
ístórya u story [sp]
itabon v to cover something
   (der. of tabón)
=itám pron 1pi.ABS
itamme! let’s go
itán v to look at something
   (der. of intá)
itanem v to plant something
   (der. of taném)
itangá v to raise something
   (der. of tangá)
ita’pèg v to close
   (der. of ta’pèg) [lar]
ita’puh above
   (der. of ta’pó) [lar]
itassé u one
itasse a ta’ón last year
itáw u act of fighting
   • me’itaw v to fight someone
   • men’itáw v to fight
itég u abundance
ite’nag v to throw something
   (der. of te’nag)
itidia’ v to kick
   [lar]
itinda v to sell something
   (der. of tinda)
itnud u act of sitting
   • itnúdan u chair
   • men’itnúd v to squat
itnúdan u chair
   (der. of itnud)
itódu v 1. to teach something
   (der. of tódu)
itugen v to bring
   (der. of tugen)
itúlag v to push something
   (der. of túlag)
itulús v to continue something
   (der. of tulús)
iut u sexual intercourse
[lar]
iwala v to lose someone, to separate someone [tag]
i’ya’i dem FDIST.DEM
iyán u fruit, kernel
•men’iyán v to produce fruit
•men’iyán v to produce fruit
•pen’iyán acw flowering
iyáná’ v to be born
(der. of ána’)
iyáse v to place something
(der. of áse)
i’yáy dem DIST. DEM
iyelwás v to take something across
(der. of elwás)
iyésep v to close one’s eyes
(der. of isep)
iyetlén v to swallow something
(der. of etlén)
iyetlén v to swallow something
(der. of etlén)
iyubul v to sharpen something
(der. of ubul)

K k
ka’ágad adv right away [tag]
(der. of agád)
ka’altahan u Alta people
ka’apíhan u oppression
(der. of api)
ka’asawa u act of getting married
kábag u gas pain [tag]
kabán u sack of 75 liters [tag]
•kabankaban adv sold by kabán
kabankaban adv sold by kabán
(der. of kabán)
kañit u 1. act of tying 2. installation, connection [tag]
•ikkáñit v to tie something
•kabítan v to tie somewhere
kabítañ v to tie somewhere [tag]
(der. of káñit)
kabuháyan u life, existence [tag]
kada- pfx each, every
kadasedep u entering
(der. of sdep)
kadebdí u woman
[v]
kagamotan u usage as medicine
kahirapan u adversity, suffering [tag]
(der. of hirap)
ka’ibá u different [tag]
(der. of ibá)
ka’ibígan u friend [tag]
ka’líágan v to need [tag]
kaisa coordconn than [tag]
káka’ibá u odd [tag]
(der. of ibá)
kalagayan u social position [tag]
kalaháti u half [tag]
kalan u stove [tag]
[v]
kalas u act of separating
•kalásen v to separate something from something
kalásen v to separate something from something
(der. of kalas)
kalat u act of spreading
•mekalat st spread
kaláw u hornbill
kalikasan u nature, world [tag]
kalimitan adv usually
kalískis u scales of a fish
•kalískisan v to scale a fish
kalískisan v to scale a fish
(der. of kaliskis)
kaluluah u spirit of death person
[lar]
káma u bed [sp]
kamarág u narra tree [ibn]
kamátis u tomato [sp]
kambál u twin [tag]
kambíng u goat [tag]
kampo u field [sp]
kamudúngan u mountainous area
(der. of mudúng)
kamún de’él u thumb
kanáni a papa’ás adv this morning
(der. of pa’as)
kandado u padlock [sp]
kantá u song [sp]
•menkántá v to sing
kápál u thickness [tag]
•mekápál st thick
kapamílya u family [tag]
(der. of *pamilya*)
kaparusaán u punishment [tag]
(der. of *parúsa*)
kapatágan u plain [tag]
(der. of *pátag*)
kapatíd u sibling [tag]
kapé u coffee [sp]
kaputód u shorts
karanasan {fr. var. of *aranásan*}
karápatañ u authority, right, claim [tag]
karyum u needle [tag]
[lar]
kareta u small cart [sp]
kárga u act of loading [sp]
karo’ón v to hold, to have, to take [tag]
•karo’óró’ónan u property
•menkaro’ón v to possess
karo’óró’ónan u property [tag]
(der. of *karo’ón*)
karsada u road [sp]
kartón u cardboard [sp]
kasábay u colleague [tag]
(der. of *sábay*)
kasal u wedding [sp]
[lar]
kasaysáyan u story [tag]
kasé subordconn because [tag]
kaseróla u pot
Kasigúran u Casiguran, people from
Casiguran
kasipágan u industriousness
(der. of *sipag*)
kastíla u spaniard [sp]
kasukasú’an u joint
katangahan u stupidity [tag]
katás u juice, leak [tag]
[lar]
katotúbo u native
Katúday u kind of plant [*Sesbania grandiflora*]
katulad u similar
katúlong u helper [tag]
(der. of *túlong*)
ka’ugali’án u custom
(der. of *ugáli*)
ka’ungnáy u connection [tag]
kawálih u cooking pot, frying pan [tag]
[lar]
kawáwa u pitiful [tag]
kávít u hook [ilk]
káya u capable [tag]
kayá subordconn so, therefore [tag]
kaya gúl adv exactly
kayabang u basket
kayadlá subordconn however
kayamanan u wealth, treasure
kayas u act of shaving off
•kayasen v to shave something off
kayasen v to shave something off
(der. of *kayas*)
kayudén v to grate
[lar]
kendi u candy
késa coordconn than
kesara coordconn than
kiki u vagina
kilála u act of knowing someone [tag]
kilaw u act of eating raw meat
•kilawen v to eat something raw or soaked in vinegar
kilawen v to eat something raw or soaked in vinegar
(der. of *kilaw*)
kilay u eyebrow [tag]
kilekileh u armpit
[kiló] u kilogram [sp]
kilómetro u kilometer [sp]
kinumbéte u wrinkled person
kita u income, earnings [tag]
•menkita v to make money
kodrádo u square [sp]
kol u act of boiling
[lar]
kompleto u complete [sp]
komunidád u community [sp]
konóhan u rice mill
koryénte u electricity
kubéta u toilet [sp]
kúgun u cogon grass “The root of this plant can be used as medicine for kidney or UTI (urinary tract infection). You cut the tips of the root, wash them, boil them in water, and drink it.”
kukóh u fingernail
kulang u lacking, insufficient [tag] [lar]
kulay u colour
kultúra u culture [sp]
kulut u curly [lar]
kumustá int how are
kuného u rabbit [sp]
kung subord conn 1. if [tag] 2. whether 3. nor 4. when
-kung adidino adv anywhere
-kung ahéno u whatever
-kung baga disc conn actually, for example, if say
kung adidino adv anywhere (der. of kung)
kung ahéno u whatever (der. of kung)
kung baga disc conn actually, for example, if say (der. of kung)
kurimá'mat u eyelash
kurúnang tinik u crown of thorns
[Euphorbia milii] "I'in ngo mi Konong Tinik 'en, dahil ado te set.
Mensangasang sina ti ado-i, tapos memudde sila ti uman-i sin. Kulay-i ni'nin dilaw, dilaw hila 'in a doon na-i, kulay na-i green hela. (94.18)" We call this plant Koronang Tinik because it has many thorns. It produces many branches and then produces many flowers too. Their colour is yellow, and the leaves are also yellow or green.
kusina u kitchen [sp]
-pengkusina acw kitchen accessories
kutsára u spoon [sp]
kuwtsílyo u knife [sp]
kwarénta u fourty [sp]
kwartro u four
kwéntas u necklace [sp]
L 1
-lifx RDP
=la adv just
-la'áden v to walk a certain time or distance
-menlá'ad v to walk
-penlaádam acw way, path
la'áden v to walk a certain time or distance (der. of la'ad)
la'angáw u fly, housefly [tag] [lar]
la'aw u length
-luma'aw v to strech out
-melá'aw st long
la'áy u 1. old man 2. husband
-menla'áy v to marry a man
labá u act of washing clothes [sp]
-menlabá v to wash clothes
-penlabá acw laundry
labáda u washed clothes [sp]
-penlabáda acw laundry
laban u fight, conflict
lábi u lips [sp]
labin issá u eleven
labintanus u "This plant is the Labintanus. The leaves are like…. but it is a Labintanus plant. This is another kind of thistle that grows around here and also in the mountains"
laddé u act of weaving
-menladdé v to weave cloth
lagárih u saw [lar]
lagítik u kind of plant [Illigera Luzonensis] "We call this plant Lagitik. It can be used to treat ulcers, if you pound its leaves and drink them"
lagwát u act of jumping/diving in the water
-lumagwat v to jump, to dive
lahát u all, total, everyone [tag]
lakás u streng
-melakas st strong
lakot u act of removing
lalla'i u boy, male
lálo adv especially
lamán u wild boar
lamésa u table [sp]
[v]
lamesíta u small table [sp]
lamón u grass
lámpas u excessive [tag]
lamúț u root
 [lar]
lanáw u 1. lake 2. place nearby Diteki
landok u iron
 [lar]
langís u oil [tag]
langít u sky
langka (fr. var. of nangká)
languy u act of swimming
• lumangúy v to swim
lanslaid u landslide
lapad u width [tag]
• melápad st wide
lapastangan u disrespectful [tag]
lápis u pencil [sp]
lasá u taste
• melásá st tasty
lasát u 1. breast 2. milk for feeding a baby
látá u tin, can [sp]
lata u act of laying on the ground
• menlatat v to lay down
latih u rattan
• menlatih v to search for and cut rattan
• penlatih acw rattan production
lawad u vastness
láwan v to to abandon someone
lawis u end, extremity
láyas u sail
 [lar]
láyunin u purpose [tag]
lbeng u act of burying
• ilbén v to bury something
lbut u act of boiling
• lumelbút v to be boiling
• mellebút st 1. boiling 2. crazy, insane
ledep u act of swimming under water
• ilede p v to plunge something
• lumede p v to dive in the water
• menléde p v to fish with goggles and spear
• penlede p acw diving
ledom u shade
legúg u river bank
lemyá u act of shade
• lumemyá v to wake up
• melemyá v to be awake
le'néd u suprise
• mele'néd st suprised
lepét u humidity
• melpét st soaked
• nalpét st wet
lepwá u act of chopping
lesúng u mortar for rice
letráto u portrait [sp]
le'udan v to reject
libang u act of entertaining
• libángen v to entertain someone
• melíbang st entertained
libángen v to entertain someone
 (der. of libang)
libro u book [sp]
libu u thousand
libut u act of burning
• lumelbút v to be burning
• melíbang st entertained
libung u book [sp]
libu u thousand
limáte’ u kind of leech
limmá u five
limuy u skirt
lináw u clarity
• melinaw st clear
limdóí u earthquake
lingáh u sesame
 [lar]
linget u sweat
lingo u 1. week [sp] 2. Sunday
linis u cleanliness
• linis an u clean something
• melínis st clean
• menlínis v to clean
linisan u clean something
   (der. of linis)
linta u kind of leech
linúg u drunk
• melinúg st drunk
li'ód u back
• palli'ódan u behind
lipat u act of transferring
• ili'ipat v to transfer something
• lumipat v to migrate
• palipat-lipat u wandering around
lipdés u hit
• lipdesén v to hit someone
lipdesén v to hit someone
   (der. of lipdés)
lipóngen v to turn around something
lisá' u nit of louse
lítid u vein
   [lar]
litlit u betel leaf, piper betel
lokmat u act of removing [tag]
• lokmaten v to remove something
lokmaten v to remove something
   (der. of lokmat)
loko u fool [sp]
• menlóko v to fool
lola u grandmother [tag]
lolo u grandfather [tag]
lóló u tarp [sp]
longkut u sadness
• melongkut st sad, lonely
lo'ob (fr. var. of lu'ub)
sot u act of passing through
• elsotan u way through
ltaw u act of floating
• lumèltaw v to be floating
• lumtaw v to surface
lteg u act of swelling
• lumelteg v to be swelling
   (der. of lteg)
lumemyá v to wake up
   (der. of lemyá)
lumipat v to migrate
   (der. of lipat)
lumipung v to revolve
   [lar]
lúmot u moss
   [lar]
lumtaw v to surface
   (der. of ltaw) [lar]
lúpa u face [tag]
   [v]
lusaw u act of melting, dissolving
• penglúsaw acw dissolvent
• penlúsaw acw process of dissolving
lusút u barging a way through
lu'tab u saliva
   [lar]
lutít u mud
luto u act of cooking [tag]
• ilúto v to cook something
• menluto v to cook
lu'ub u during, within
   fr. var. lo'ob
luway u act of repeating
-luwáyèn v to repeat something
luwáyèn v to repeat something
  (der. of luway) [lar]
luwe' u ghost
lúyah u ginger [tag]
  M m
m {fr. var. of =mo}
m- {fr. var. of ma-1}
= m pron 2s.GEN
ma-1 ???? > v pf x 1. Stative prefix
  2. Potentive AV prefix
  fr. var. m-; m-
ma-2 pf x RDP
ma- a- {fr. var. of me'e-}
amáagásan u miscarriage [tag]
amáálap v to be able to obtain
  (der. of ál ap)
amá apdés u stinging pain
  [lar]
amabalítan v to hear about something
madalang adv rarely
madaling-araw adv early dawn [tag]
madat v to be able to reach
  (der. of dat)
madi'it u unmarried girl
madre kakaw u kind of plant
madri kakáw u kind of plant [Gliricidia Sepium] "The leaves of this plant are edible (like the ones of the Katuday (Sesbania Grandiflora), but these leaves need to be processed before. It can also be used to make a fence. It can also be used for skin irritation, if you take the leaves and scrub them on your skin it will remove the stinging. You can also pound the leaves with a stone, extract their juice and wash yourself with it."
ma'eg'ang v to be able to quit
  (der. of eg'ang)
Ma'eg'eg u name of Alta elder
ma'épè'itaw v to oppose
  [lar]
Magdalenas u sacred place within the Alta ancestral domain
magiginto u gold seeker
  (der. of ginto)
maging- v pf x to become [tag]

magka- pf x [tag]
  [lar] fr. var. megka-
magkaró'on v to have, to own [tag]
magnet u magnet
magnetik u magnetism
magúlang u parents, ancestors [tag]
maháli a áraw all saint's day
ma'imálan v to burn
  (der. of imálan)
má'ín int why
maiwaddé v to be, exist, have
Makadipá u god Alta deity
makina u motor, device [sp]
Malabida u Area or Barangay in Aurora province where Alta is spoken
malagkit u sticky rice
malakáya u 1. to trawl 2. to hun
malápasi u kind of berry fruit
  [jen]
máli st incorrect [tag]
malimbúy u money
mamay'ari u possessions
mames u act of being shameful
  • me'amámes st shy
  • meka'amámes st shameful
=man adv particle that expresses a contrast
manágep v to be rescued
  (der. of ágep)
mánaili v to continue [tag]
mangá approximately [tag]
mangadlit u kind of fish [tag]
mangga u mango
  [lar]
mängko' u bowl
manhákot v to chop
  (der. of hakot)
maní u peanut [sp]
=mannen adv again [ilk]
mannolangan u children's inlaws
manó' u chicken
manólangan u parent-in-law
mantika u oil [sp]
manú' u 1. bird 2. wildchicken
mapa- pf x ?
mapóLED v to sleep
  (der. of póLED)
This plant can be used to treat wounds, if you take the leaves, extract the juice, and then pour it on a wound. This is a herbal medicine of the Alta.

This plant is used as food by wild chicken in the mountains, even humans can eat the leaves as they are sweet. When it’s unripe, it is red but when ripe it turns violet.
me'ebut st mean
me'ebut v to disappear
  (der. of ebut)
me'ehárap v to meet
  (der. of hárap)
me'ehúbad st naked
  (der. of hubád) [lar]
me'e'innám v to taste
  (der. of innam)
me'e'inom v to be able to drink
  (der. of inom)
me'ekatsá v to wear the katsa clothing
me'eldén st strong
  [v]
me'elebsang v to be able to escape
  (der. of lebsang)
me''ena'ém u elder
  (der. of menna'ém)
me'élkinów v to sleep
  (der. of póled) [lar]
me'epsul v to be full, saciated
  (der. of psúl)
me'essabít v to hang
  (der. of sabít)
me'etabdé st very fat
  (der. of tabdé)
me'ettirá v to live
  (der. of tira)
megagawi v to be able to do something
  (der. of gágawi)
megaling st skillful, ingenious [tag]
meganda st beautiful [tag]
  (der. of gandá)
meğhápon u all day long [tag]
megka- fr. var. of magka-
mehál st expensive
mehámog st cool, chilly
mehégit st excessive, more
mehidap st difficult, poor
mehigpit st tight
mehilig st prone
  (der. of hilig)
mehina st 1. weak 2. slow
mehiráp st 1. poor [tag] 2. difficult
  (der. of hiráp)
mehonusan u source of income
  (der. of hunos)
mehúli v to catch, to hunt
  (der. of húli)
me'i- pfx comitative prefix
me'i'ayuh v to collect firewood
  (der. of ayúh)
me'ibidde v to be able to say something
  (der. of bid)
me'i'itaw v to fight someone
  (der. of itáw) [lar]
me'inabang v to make profit [tag]
  •pa'inabang acw profit
  •pa'inabangan acw source of income
me'ingit st envious [tag]
me'init st hot
  (der. of init)
me'intá v to find
  (der. of intá)
mé'ipagkilálah v to know [tag]
  [lar]
me'isuntu' v to hit, strike
  (der. of suntók)
me'lalat st spread
  (der. of kalá)
me'kápal st thick
  (der. of kápal)
mekipot st narrow
me'kápal st thick
  (der. of kápal)
melá'aw st long
  (der. of la'aw)
meladdén st light, not heavy in weight
melahdin st cheap
  [v]
mełápad st wide
  i'en a beli ay mełápàd
  this house is wide
  (der. of lapád)
mełapyát st flat
mełanís st sweet
mełápad st wide
melása st tasty  
  (der. of lasá)
meláya v to free  
me'leb v to fall down  
melebang st entertained  
mélégayah st happy  
  [lar]
melékot st naughty  
melemmin st soft  
melemyá v to be awake  
  (der. of lemyá)
mele'néd st suprised  
  (der. of le'ned)
melíbang st entertained  
  (der. of libang)
melikbet blurred  
melinaw st clear  
  (der. of lináw)
melínis st clean  
  (der. of linis)
melinúg st drunk  
  (der. of linúg)
mellebút st 1. boiling 2. crazy, insane  
  (der. of lbut)
meló'ag st loose  
  (der. of lepét)
mema'us st hoarse  
  [lar]memin st consumed  
  (der. of amin)
mempa- ??? > v pf x ?memuddé v to blossom  
  (der. of buddé')
men-2 ??? > v pf x sfx actor voice prefix  
men'aliyo v to search  
  (der. of aliyo')men'aná v to be born  
  [v]
men'aná' v to breed  
  (der. of ána')
menánanih adv very soon  
  (der. of náníh)
men'áral v to learn, to study  
  (der. of áral)
mèn'armusal v to breakfast [sp]  
  [lar]men'awon v to to abandon  
  (der. of awón)
men'ayúh v to cut trees, to log  
  (der. of ayúh)
menbádo v to wear  
  (der. of bánó)
menbágo v to change  
  (der. of bágo)
menbál v to wear G-string  
  (der. of bal)
menbantáy v to guard  
  (der. of bantáy)
menbásá v to read  
  (der. of básá)
menbate' v to write  
  (der. of baté')
menbayúh v to crush, to pound  
  (der. of bayúh)
menbeli v to build a house  
  (der. of belí)
menbelón v to take provisions on a trip  
  (der. of belón)
menbihis v to change clothes  
  [lar]
menbitu v to dig  
  [v]
menbones v to wrestle  
  (der. of bónes)
menbuddé' v to blossom  
  (der. of buddé')
menbutag v to chew areca nut  
menbutíl v to lie  
  (der. of butíl)
menda'ép v to catch  
  (der. of da'ep)
mendagmáng v to stumble  
  (der. of dagmáng)
mèndalúp v to sew  
  [lar]
menda'út v to share  
  (der. of da'út)
mendengdéng v to warm by fire  
mendilus v to bathe  
  (der. of dilus)
me'nèg st thick
<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
<th>Derivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>menépis st thin</td>
<td>to believe</td>
<td>meng-1 (fr. var. of meng-2)</td>
</tr>
<tr>
<td>menewala v to believe</td>
<td></td>
<td>meng-2 ?? &gt; v pf AV</td>
</tr>
<tr>
<td>mengálap v to get</td>
<td></td>
<td>fr. var. meng-1</td>
</tr>
<tr>
<td>mengálaw v to play</td>
<td></td>
<td>(álap)</td>
</tr>
<tr>
<td>mengáliyo' v to seek</td>
<td></td>
<td>(der. of alyo') [lar]</td>
</tr>
<tr>
<td>mengáludu v to hunt</td>
<td></td>
<td>(der. of aludu')</td>
</tr>
<tr>
<td>mengamás v to weed</td>
<td></td>
<td>(der. of gamas)</td>
</tr>
<tr>
<td>mengán v to eat</td>
<td></td>
<td>(der. of an)</td>
</tr>
<tr>
<td>mengánup v to hunt</td>
<td></td>
<td>(der. of ánop)</td>
</tr>
<tr>
<td>mengáted v to give</td>
<td></td>
<td>(der. of áted)</td>
</tr>
<tr>
<td>mengáwngaw st noisy</td>
<td></td>
<td>(der. of alyo') [lar]</td>
</tr>
<tr>
<td>mengayá' u prepare</td>
<td></td>
<td>(der. of gaya')</td>
</tr>
<tr>
<td>méngèl st brave</td>
<td></td>
<td>(der. of ingél) [lar]</td>
</tr>
<tr>
<td>menggél v to slice</td>
<td></td>
<td>(der. of gelgél)</td>
</tr>
<tr>
<td>mengemgem v to hold</td>
<td></td>
<td>(der. of gemgém)</td>
</tr>
<tr>
<td>mengétél v to itch</td>
<td></td>
<td>(der. of getél)</td>
</tr>
<tr>
<td>mengétid st black</td>
<td></td>
<td>(der. of áted)</td>
</tr>
<tr>
<td>mengétugen v to escort</td>
<td></td>
<td>(der. of tugen)</td>
</tr>
<tr>
<td>menggeppét u soldier</td>
<td></td>
<td>(der. of gepét)</td>
</tr>
<tr>
<td>menghalí v to take lunch</td>
<td></td>
<td>(der. of alyo') [lar]</td>
</tr>
<tr>
<td>mengi- pf x actor voice prefix</td>
<td></td>
<td>mengi-</td>
</tr>
<tr>
<td>mengigí v to grit the teeth</td>
<td></td>
<td>(der. of alyo') [lar]</td>
</tr>
<tr>
<td>menginán v to run away</td>
<td></td>
<td>(der. of gínán)</td>
</tr>
<tr>
<td>mengingen v to tremble</td>
<td></td>
<td>(der. of ngingín)</td>
</tr>
<tr>
<td>mengisalang v to cook</td>
<td></td>
<td>(der. of salang)</td>
</tr>
<tr>
<td>mengiyán v to produce fruit</td>
<td></td>
<td>(der. of iyán)</td>
</tr>
<tr>
<td>mèngódèl st dull (knife)</td>
<td></td>
<td>[lar]</td>
</tr>
<tr>
<td>mengólas v to wash</td>
<td></td>
<td>(der. of ulas)</td>
</tr>
<tr>
<td>mengótan v to borrow</td>
<td></td>
<td>(der. of útan)</td>
</tr>
<tr>
<td>meng'unó v to lead</td>
<td></td>
<td>(der. of yari)</td>
</tr>
<tr>
<td>menguyód v to pull</td>
<td></td>
<td>(der. of hasík)</td>
</tr>
<tr>
<td>mengyári v to happen</td>
<td></td>
<td>(der. of háli)</td>
</tr>
<tr>
<td>menhasik v to sow</td>
<td></td>
<td>(der. of háli)</td>
</tr>
<tr>
<td>menhasik v to sow</td>
<td></td>
<td>(der. of hasík)</td>
</tr>
<tr>
<td>menhilámos v to wash face</td>
<td></td>
<td>(der. of háli)</td>
</tr>
<tr>
<td>menhúlí v to hunt</td>
<td></td>
<td>(der. of háli)</td>
</tr>
<tr>
<td>meni'aná v to bear a child</td>
<td></td>
<td>[v]</td>
</tr>
<tr>
<td>men'imáng v to take care</td>
<td></td>
<td>(der. of imáng)</td>
</tr>
<tr>
<td>men'isep v to close the eyes</td>
<td></td>
<td>(der. of isep)</td>
</tr>
<tr>
<td>menisid v to dive [tag]</td>
<td></td>
<td>(der. of salang)</td>
</tr>
<tr>
<td>men'isoli v to recover</td>
<td></td>
<td>(der. of soli)</td>
</tr>
<tr>
<td>men'ítaw v to fight</td>
<td></td>
<td>(der. of ítaw)</td>
</tr>
<tr>
<td>men'ítnúd v to squat</td>
<td></td>
<td>(der. of itnud)</td>
</tr>
<tr>
<td>men'iyán v to produce fruit</td>
<td></td>
<td>(der. of iyán)</td>
</tr>
<tr>
<td>menkántá v to sing</td>
<td></td>
<td>(der. of kantá)</td>
</tr>
<tr>
<td>menkaró'on v to possess</td>
<td></td>
<td>(der. of karo'on)</td>
</tr>
<tr>
<td>menkasala v to do wrong [tag]</td>
<td></td>
<td>(der. of sala)</td>
</tr>
<tr>
<td>menkasanga v to get married</td>
<td></td>
<td>(der. of sangá)</td>
</tr>
<tr>
<td>menkita v to make money</td>
<td></td>
<td>(der. of kita)</td>
</tr>
<tr>
<td>menlá'ad v to walk</td>
<td></td>
<td>(der. of lá'ad)</td>
</tr>
<tr>
<td>menla'áy v to marry a man</td>
<td></td>
<td>(der. of la'áy)</td>
</tr>
<tr>
<td>menlabá v to wash clothes [sp]</td>
<td></td>
<td>(der. of salang)</td>
</tr>
</tbody>
</table>
menladé v to weave cloth
(der. of laddé)
menlatag v to lay down
(der. of latag)
menlatih v to search for and cut rattan
(der. of latih)
menlebé' v to pound rice
(der. of lebé')
menlédep v to fish with goggles and spear
(der. of ledep)
menlinis v to clean
(der. of linis)
menlóko v to fool
(der. of loko)
menluto v to cook [tag]
(der. of luto)
menmumuda v to scold
(der. of mumuda)
mennólan v to be able to know something
(der. of nnol)
mén'óluh v to snore
menpa- pfx ?
menpangkot v to feed
(der. of an)
menpapabina v to rest
menpangap v to pretend, to disguise as
menpánti v to wear panties or string
menpapíya v to heal
(der. of piya)
menpasalámat v to express gratitude
(der. of salámát)
menpeñáng v to spear fish
(der. of peñáng)
menpólung v to speak
(der. of pólung)
mensabay v to do simultaneously
(der. of sábay)

mensagep v to fetch water
(der. of sagep)
mensambá v to pray
mensangá v to branch out
(der. of sangá)
mensangasangá v to ramify, to spread out
(der. of sangá)
mensapul v to start
(der. of sapúl)
mensayaw v to dance
(der. of sayaw)
menseená v to cook
(der. of sená)
mensibá v to split
[lar]
mensigarílio v to smoke
(der. of sigarílio)
mensikap v to persevere, to try
(der. of sikap)
mensílo v to catch with a trap
(der. of sílo)
mensimbá v to go to church
(der. of simba)
menxiyá v to cry
(der. of xiya1)
mensói v to come back
(der. of soli)
mensóme' v to hide
(der. of some')
mensuklay v to comb
mensúsu v to be breast-feed
•susu u breast
mentabás v to cut
(der. of tábas)
mèntagí'líl v to spill
[lar]
mentagpó v to meet
mentaném v to plant
(der. of taném)
mentangál v to look
(der. of tangál)
mentanod v to wait
(der. of tanód)
mentanóng v to ask
(der. of tanóng)
mentap v to clean rice
mèntáp v to winnow
[lar]
mentarábaho v to work
(der. of tarabáho)
menta’yuh v to fetch water
menteged v to pass time
(der. of tegéd)
mentegtég v to crush with a stick
(der. of tegteg)
mentindá v to sell
(der. of tínda)
mentípid v to save up, to economise
mentitistis logger
mentiyága v to persevere
mentódu v to teach
(der. of tódu)
mentúlag v to push
(der. of túlag)
mentulús v to continue
(der. of tulús)
men’udíng v to make coal
(der. of múding)
menwalís v to sweep, broom
(der. of walís)
menwata’watá’ v to spread out
(der. of wata’wata’)
me’odut st makulit
mepágal st tired
mepáhang st pungent, spicy
[lar]
mepangánib st dangerous
mepatód st good, nice
(der. of patód)
mepenáng st feverish
(der. of penáng)
mepét st stuck, glued
(der. of apet)
mepilay st lame
mepit st bitter
mepiya st good
(der. of piya)
mepóti st white
(der. of poti)
mesa’it st sick, painful
(der. of sa’it)
mesalamuha v to mingle with others
mesárap st 1. pleasant [tag] 2. tasty
mesayá st happy
mesdéem st dark
(der. of sdém)
mesiglát st bright
mesílaw st dazzled
mesipag st hard working, diligent [tag]
(der. of sipag)
mesipel st happy
mesiyán st dry
(der. of siyan2)
mesléét st red
meslób st flagrant
mesyádo adv excessive, much [sp]
métab’ang st lacking salt
[lar]
metabdé st 1. fat 2. fertile
(der. of tabdé)
metádem st sharp
(der. of tadém)
metágal st long lasting [tag]
metalengowan v to be wounded
(der. of taléngo)
metan’ál st high, tall
[v]
metanda’án v to be able to remember
something
(der. of tandá)
metang’ál st high, tall
(der. of tang’al)
metápang st brave
(der. of tápang)
meta’pó st high, tall
(der. of ta’pó)
metebdé st short
metepdé st 1. low 2. cheap
metgéd st lasting
(der. of tegéd)
metíh st dead
(der. of atí)
me’tóg st hard
metóyud st pregnant
metuidóg st straight
[v]
metúpok st burned [tag]
metútu st able to learn  
(deer. of tutu)
metúyu st dry  
(deer. of túyu)
me’úhaw st thirsty  
(deer. of uháw) [lar]
me’úlap u cloud  
[lar]
me’una {fr. var. of ma’uná’}
mewasá st burned to ashes  
=mi pron 1pe.GEN
minabsag st broken in pieces  
[lar]
minabta’ v to crack  
[lar]
minágóng st skinny  
[lar]
minagpung v to fracture  
[lar]
minálom st ripe  
minálugih v to have lost  
minámín v to have run out  
(deer. of amin)
minámínèn st consumed  
(deer. of amin) [lar]
minapsul v to get saciated  
(deer. of psúl)
minásidah st out of order  
[lar]
minátáluh v to lose, to be surpassed  
[lar]
minésut st lost  
(deer. of but)
minébwél v to have collapsed  
[lar]
minennolan v to have learned something  
(deer. of nnol)
Minero u Alta place name [sp]
mini’anúd st carried by current  
(deer. of anod) [lar]
minsan u occasion [tag]
misióno u kind of fish  
=miyú pron 2p.GEN

=mo pron 2s.GEN  
fr. var. m
mon u act of becoming found of someone
monmon u complete
mudu- pfx CVCV reduplication mudung
mudúng u mountain
•kamudúngan u mountainous area
mukhá u face [tag]
mumuda u act of scolding
•menmumuda v to scold
•penmumúda acw scolding
mumulat v to open eyes  
[lar]
Muntingsili u name of Alta elder
múra u 1. cheap 2. unripe (coconut) [tag]
mutá u eyedirt [tag]

N n
=na1 pron 3s.GEN  
=na2 adv already
nabtá st broken (jars)
nalpét st wet  
(deer. of lepét) [v]
namaddé st dry  
[v]
námí u species of plant with edible root  
[jen]
namú’ u mosquito  
=namud adv just, only
nanay u mother [tag]
nangá u roof  
[v]
nangká u jackfruit  
fr. var. langka
nánih adv later  
•menánanih adv very soon
napégsát st broken (ropes)  
[v]
napês u bran, rice  
[lar]
nára u rosewood [Pterocarpus Indicus,]
"This plant grows in the area and spreads its seeds around in order to reproduce. It grows pretty much anywhere around here. We call this plant Narra. If you wait thirty years, you can chop the tree down and use the
wood to make tables, chairs or beams for the walls of a house."

nayunan v to increase

Nedi’di’an u Alta place name
negosiante u businessman
nen art GEN
=nen adv already
nena u mother (GEN)
new word u new meaning
ngaddén 1. u name 2. u hundred 3. pro-form thing

•menguaddén v to name
•ngadnan u to name, to say something

ngadnan u to name, to say something

(der. of ngaddén)

ngalangalah u gums, palate

(der. of ngalgal) [lar]

ngalgal u act of masticating

•ngalangalah u gums, palate

ngangaw u noise
=ngaród adv indeed
=ngay adv interjection
ngayan v to feast
ngenge u laughter
=ngi adv pragmatic particle
ngingin u trembling

•mengingin v to tremble
ngipén u tooth
ngo’ u act of calling

•mengó v to call
•ngo’an v to call someone, to name someone

•pengo’ u summons
ngo’an v to call someone, to name someone

(der. of ngo’)

ngodus u lips
ngúmo’ u act of shouting loudly
ni1 art GEN
ni2 art LOC
nid art PL.GEN
idden dem PROX.GEN.DEM.PL
niddena u mothers (GEN)
iddi’e dem LPROX.GEN.DEM.PL
niddiná dem MED.DEM.GEN.PL
niden art PL.GEN

nidén art PL.LOC
nidyapo u grandparents (GEN,pl)

(der. of apó)

nidyay dem MED.DEM.GEN.PL
ni’na’i dem FDIST.DEM.GEN
ni’náy dem DIST.DEM.GEN
ni’nén dem PROX.DEM.GEN
ni’ni’ê dem MED.DEM.GEN
ni’níná dem LPROX.DEM.GEN
ninúnó u ancestor [tag]
niyama u father (GEN)
niyápo u grandparent (GEN)

(der. of apó)

niyúl u coconut [Cocos Nucifera] "This is the Coconut tree. We usually plant it when the tree is small, and wait for five years, until it bears new fruits. When it does, it bears many of them. One of it’s rounded fruits can be sold for 12 pesos. The unripe fruit (búku) which has not fallen yet from the tree can be sold for 10 pesos/piece."

•aniyúlan u coconut plantation
nnol u act of knowing

•annólen v to know someone or something
•mennólán v to be able to know something
•minennolán v to have learned something

normal u normal [sp]
nu’anu 1. int when 2. conn if

O o

o coordconn or
=ó pron 1s.GEN
oblás u naked
obligádo u obliged, forced
obra v can [sp]
olay u act of leaving, abandonning

•ulayen v to let something
oli u act of coming
óma u swidden, field

•men’úma v to cultivate land
óna u sugar cane plantation
órëns u orange
osèn v to chew sugarcane
This plant was collected by our ancestors back in the days, as was chewed by them. They would process it and wait until it got dry and then chop it as thin as possible and mix it with tobacco. Then they would roll a cigar with it, and would not even need to buy a filter for it. It is quite flagrant.
pending u act of entering
•pendingen v to enter a place
pendingen v to enter a place
(der. of pending)
pen'eman acw betel chew practice
(der. of emán)
peng- pfx instrumental prefix
pengadwá adv secondly
(der. of dúwa)
pengágawi acw task, making
(der. of gágawi)
pengálapan acw source of income
(der. of gágawi)
pengáludu’ acw hunting material
(der. of áludu’)
pengáludu’ acw hunting material
(der. of áludu’)
pengalwá u second
pengamás acw tool for weeding
(der. of gámás)
pengásuhan acw hunting ground
(der. of asó)
pengbákud acw material used to build a
fence
(der. of bárud)
pengbelón acw food used as provision
(der. of belon)
pengbetuh acw ornament, jewel
pengháwi acw tool for parting underbrush
(der. of háwi)
penghuli acw tool for hunting
(der. of huli)
peng- pfx content word prefix
pengisalangan acw place for cooking with
a pot
(der. of salang)
pengkusíná acw kitchen accessories
(der. of kúsíná)
penglúsaw acw dissolvent
(der. of kúsíná)
pengluáli acw food used as provision
(der. of lúsaw)
pengo’ u summons
(der. of ngo’)
pengut’út acw tool for digging
(der. of ut’ut)
pengwasak acw tool used for destruction,
bomb
penghúli acw hunting
(der. of huli)
pen’iyán acw flowering
(der. of iyán)
penlaádam acw way, path
(der. of lá’ad) [v]
penlabá acw laundry
(der. of labá)
penlabáda acw laundry
(der. of labáda)
penlatih acw rattan production
(der. of latih)
penlebé’ acw crushing, pounding
(der. of lebé’)
penledep acw diving
(der. of ledep)
penlúsaw acw process of dissolving
(der. of lúsaw)
penmangaliyo acw making a living
(der. of aliyo’)
penmumúda acw scolding
(der. of mumúda)
pénnet u kind of fruit
[jen]
pennelág acw process of spearfishing
(der. of peltág)
penságép acw fetching water
(der. of ságáp)
pensáwan u loss of interest
(der. of sáwa)
pensená acw cooking
(der. of sená)
pensigarílyo acw smoking
(der. of ságarílio)
pensikapan acw attempt
pentabás acw tool for cutting
pentaném acw process of planting
(der. of taném)
penti’eddán acw base, bottom
(der. of ti’éd)
pen’udíng acw charcoal production
penúh u full
pen’unan u what is said by others
pepiyán v to improve something
(der. of piyá)
pepos u kind of fruit
[jen]
péra u money [tag]
péro coordconn but [sp]
fr. var. péros
péros (fr. var. of péro)
péssal u locust  
  [lar]
pet- pfx reciprocal relationship prefix
pet'adánayan u relatives  
  (der. of adánayan)
pet'ákan u siblings  
  (der. of aká')
pet'apésa u cousins  
  (der. of apésa)
pet'ápo u grandparents and grandsons
pet'élan u couple of companions  
  (der. of élan)
pet'éna u mother and son  
  (der. of iná)
pethípag u siblings in law  
  (der. of hípag)
pe'tasawa u couple  
  (der. of asáwa)
pe'uná v to have someone say  
  (der. of uná)
pgés u act of squeezing
  • ipgés v to drip something
pi- pfx RDP
pidot u act of collecting
pie u foot [sp]
piłás u flesh, meat
piłat u scar  
  [lar]
pilaway u job's tears  
  [lar]
pilay u lame, cripple  
  [lar]
pilén v to choose  
  [lar]
pilikmatah u eyelash [tag]  
  [lar]
pilingan u species of fresh water fish
pilipit u twist
pinaka- pfx superlative prefix [tag]
pi'nat u tear  
  [lar]
pine- pfx causative perfective prefix
pinegaralan u education, studies
pinen- pfx causative perfective prefix

pinenti'dan u bottom  
  (der. of ti'éd)
pingán u dish
pingey u sheaf of rice
pinsángu v to tie
pinya u pineapple [sp]
piráso u piece [sp]
pirito u act of frying [sp]
pirmi u permanent [sp]
pišo u peso (Philippine currency) [sp]
pišopiso adv peso by peso
pit u act of clipping [tag]
pitú u seven
piya u good
  • menpapiya v to heal
  • mepiya st good
  • pepiyam v to improve something
pláno u plan [sp]
po'étpo'et u curly
pokpók u act of hammering
póled u be sleepy
  • mapóled v to sleep
  • me'èppulèd v to sleep
  • papólden v to get somebody to sleep
polowan u handle for knives or daggers
pólung u 1. language, word 2. act of speaking
  • ipólung v to speak a language
  • menpólung v to speak
  • pólungen v to tell someone
  (der. of pólung)
pon u 1. tree 2. trunk 3. leader
pósa u cat
poti u white
  • mepóti st white
  • pumóti v to whiten
presyo u price [sp]
prinsipyo u principle [sp]
probléma u problem [sp]
protekisyón u protection [sp]
proyékto u project [sp]
psúl u act of getting full, saciated
  • me'epsul v to be full, saciated
  • minapsul v to get saciated
pu'éli u thigh
pugarán u nest [tag]
puhitáh u octopus
puhúh u island
puhunan u capital, investment [tag]
puláb u afternoon
•pumólaban u dinner
•tempuláb adv yesterday
pulak u act of chopping
•puláken v to chop down
puláken v to chop down (der. of pulak)
pulis u policeman [tag] [lar]
pulúput u act of entwining [tag]
pumo laban u dinner (der. of puláb)
pumóti v to whiten (der. of poti)
pumpatí v to faint
pu'nah v to hit, strike [lar]
púngan u pillow
puriket u [Bidens Pilosa] "This plant can make stains on your clothes, and it also causes itch. If a leaf (or seeds) falls somewhere, the plant will grow and reproduce easily."
púro adv whole [sp]
puséd u navel
pusó u heart
pussónan u lower abdomen [lar]
pusu-pusuwan u kind of fruit (pelisyoken) [jen]
pusútan v to wrap [lar]
puyat u insomnia
puyeng u kind of plant [Rubus Benguetensis] "The Puyeng plant is solid, and it can stand strong rains. This is medicine we use for high blood pressure. Its juice, can be extracted and fermented like coconut wine, and can be used to cure children or babies’ cough."
puyoh u hair whirl [lar]
pwéde u can, be possible [sp]
pwésto u place [sp]
puhitáh u octopus
puhúh u island
puhunan u capital, investment [tag]
puláb u afternoon
•pumólaban u dinner
•tempuláb adv yesterday
pulak u act of chopping
•puláken v to chop down
puláken v to chop down (der. of pulak)
pulis u policeman [tag] [lar]
pulúput u act of entwining [tag]
pumo laban u dinner (der. of puláb)
pumóti v to whiten (der. of poti)
pumpatí v to faint
pu'nah v to hit, strike [lar]
púngan u pillow
puriket u [Bidens Pilosa] "This plant can make stains on your clothes, and it also causes itch. If a leaf (or seeds) falls somewhere, the plant will grow and reproduce easily."
púro adv whole [sp]
puséd u navel
pusó u heart
pussónan u lower abdomen [lar]
pusu-pusuwan u kind of fruit (pelisyoken) [jen]
pusútan v to wrap [lar]
puyat u insomnia
puyeng u kind of plant [Rubus Benguetensis] "The Puyeng plant is solid, and it can stand strong rains. This is medicine we use for high blood pressure. Its juice, can be extracted and fermented like coconut wine, and can be used to cure children or babies’ cough."
puyoh u hair whirl [lar]
pwéde u can, be possible [sp]
pwésto u place [sp]
sagwan u paddle of canoe

sahóg u mixture

-isahóg v to mix something

=sa'i dem FDIST.LOC

sa'it u pain, disease

-mesa'it st sick, painful

saka coordconn and, also

sakay u load

-sumákay v to ride a vehicle

sáko u sack [sp]

sakóp u included

sakripísyo u sacrifice [sp]

sakúna coordconn also

salágu u kind of plant

[jen]

salámat u thanks

-menpasalámat v to express gratitude

saláng u act of cooking

-isaláng v to cook something by using a
defined fire

-mengisalang v to cook

-pengisalangan v to cook

-salobulung acw place for cooking

-with a pot

sa'lang u act of facing

-isalang v to face

-sa'langan u front

-sa'langan u front

-(der. of sa'lang)

sálap u arm

salapáng u harpoon

sa'lat u act of changing

-isá'lat v to trade

-sá'latan v to change something

sá'latan v to change something

-(der. of sa'lat)

salémat u mucus in one's eye

-[lar]

salétah u word, language [tag]

-[lar]

salíbi u carry a baby

salimat u dirt in eye

-[lar]

salob- pfx RDP

salób u (measure of volume)

- salobsalób adv salob

salobsalób adv salob

-(der. of salób)

salókut u bulrush

sa'lóng u small hut

salubong u reception, meeting

sampú u ten

Samson u name of Alta elder

sanáy u efficient, used to

sandú u ladle

sangá u 1. branch 2. spouse

-menkasangá v to get married

-mensangá v to branch out

-mensangasangá v to ramify, to spread

out

sangep u act of grilling

sánget u act of sneezing

sanggil u act of leaning

santól u kind of tree [Sandoricum koetjape]

sapat u sufficient, enough

sa'pat u act of climbing

sapátos u shoes [sp]

sapsap {fr. var. of sepsep}

sapúl u beginning, start

-menkapul v to start

-sálapu u ten

-[v]

sari u kind [tag]

saríli u self, oneself [tag]

sarísi u assorted [tag]

saríwa u fresh

sasa'ano pro-form a few

-(der. of saáno)

sasáh u nipa

-[lar]

sasálap u arms

sa'út adv first

sawa u act of getting tired of

-menkasawa u loss of interest

=say dem 1. DIST.LOC.DEM

fr. var. sad

sayaw u act of dancing

-mensayaw v to dance

-sayawan v to dance for someone

sayawan v to dance for someone

-(der. of sayaw)
sdem u darkness
• mesdém st dark
• sumdem v to get dark
sdep u 1. act of entering 2. act of getting hired
• isdép 1. v to use 2. u start of school or work
• kadaseddep u entering
• pasdepán u entrance
• sdepen v to go in
• sumdép v to enter
sdepen v to go in
  (der. of sdep)
-se- ifx RDP
sebcál u bracelet
sédédit u act of crushing lice
  [lar]
sédém u rain cloud
  [lar]
sedúl u bumblebee
= séla adv also, too, as well
  fr. var. hela
sélang u jaw
  [lar]
seleslúng u streams
  (der. of selúng)
selepón u cell phone [eng]
selúng u stream
• seleslúng u streams
sélupin u cellophane
= sen dem PROX.LOC.DEM
  fr. var. hen
sená u act of cooking
• mensená v to cook
• pensená acw cooking
senias u signal
séntro u center [sp]
= sep adv still
  fr. var. hep
sèpang u waist
  [lar]
= sepla adv still
sepssep u act of sucking
  fr. var. sapsap
se’se’an v to put a stopper into a hole
set u thorn
  [lar]

si’a- pron pfx 1pe
si’aŋ u kind of plant
si’ám pron 2p
si’ámí pron 1pe
si’áw pron 2s
sibúh u act of blowing
sibúyas u onion [sp]
= sid1 pron 3p.ABS
= sid2 pl.m plural marker
siddé pron 3p
sidden dem PROX.DEM.PL
siddié dem LPROX.DEM.PL
siddína dem MED.DEM.PL
sidén art PL.ABS
sidong u space under the house
  [v]
sidyay dem DIST.DEM.PL
= si’e dem LPROX.LOC.DEM
si’en pron 1s
si’étam pron 1pi
sigarílio u cigarette [tag]
• mensigarílio v to smoke
• pensigarílyo acw smoking
sigém u kind of salt
sigúdo adv maybe
sigurádo u sure, certain [sp]
sikap u zeal, dilligence [tag]
• mensikap v to persevere, to try
sikwat u act of raising with a lever
sikwatsikwaten v to repeatedly raise something with a lever
silángan u east
  [lar]
silaw u dazzle
siño u trap, snare
• mensilo v to catch with a trap
si’lu u act of ?
simba u act of going to church
• mensimbá v to go to church
• simbáhan u church
simbáhan u church [tag]
  (der. of simba)
siménto u cement [sp]
simula u act of starting [tag]
• simúlan v to start something
simúlan v to start something [tag]
  (der. of simula)
=siná dem MED.LOC.DEM
    fr. var. hina
sinag u sun
    [v]
sinág u 1. sun 2. day
    • isénag v to dry on the sun
    • sinaqsínag adv everyday
    • tagesénag u day
sináqsínág adv everyday
    (sinág)
sinélas u flipflops [sp]
singko u five [sp]
Singnan u 1. place in Diteki
singsing u ring
sipag u industriousness
    • kasipágan u industriousness
    • mesipag st hard working, diligent
sipél u gratitude
sipit u crab pincers
sipón u headcold [tag]
    [lar]
sipún u mucus from one's nose
    [lar]
sisín u act of regretting
    [lar]
sistéma u system, policy
sitaw u string bean [tag]
situasyon u situation
si'uh u elbow
siya1 u act of crying
    • mensiyá v to cry
siya2 pron 3s
    =siyá pron 3s.ABS
siyám u nine
siyan1 u drought
siyan2 u siyán
    • mesiyáns st dry
si'yán u act of separating
    • isiy'an v to abandon someone
so'ep {fr. var. of su'ep}
soli u act of returning
    • isoli v to recover something
    • men'isoli v to recover
    • mensólí v to come back
    • sóliyan v to return somewhere
sólíyan v to return somewhere
    (der. of solí)
solo u alone [sp]
some' u act of hiding
    • mensóme' v to hide
Sómil u Alta place name
subisubi u epilepsy
subuk u act of trying
su'ep u 1. barter, exchange 2. dress
    fr. var. so'ep
sugsug u act of examining closely
suksük u kind of sweet potatoo
súlat u act of writing [tag]
sulpút u infection
sulu u torch
    [lar]
súluk u corner
sumagép v to fetch water
    (der. of sagep)
sumákay v to ride a vehicle
    (der. of sakay)
sundem v to get dark
    (der. of sdem)
sumdép v to enter
    (der. of sdep)
sumíbíl u pagúd-i v to blow (the wind)
    [lar]
sumpung u whim, caprice [tag]
sundálo u soldier [sp]
sundan v to follow someone [tag]
    (der. of sunód)
sundáng u machete
sundo u act of fetching [tag]
sunód u act of following [tag]
    • sundan v to follow someone
suntók u fight
    • me'isuntu' v to hit, strike
surrender v to surrender, to hand over
    [eng]
súrut u bedbug
susu u breast [tag]
    (der. of mensúsu)
swelído u salary, wage [sp]
syel u shell
syoktóng u rice wine
    T t
-s- ifx RDP
ta art LOC
ta'á pron 1pi+2s
ta'am pron 1pi+2p
ta'áw u steal [lar]
tábas u act of cutting down [tag]
•mentabás v to cut
tabdé u fatness, fertility
•me'etabdé st very fat
•metabdé st 1. fat 2. fertile
ta'bén u act of going away
tablá u board, plank [sp]
ta'bón u act of covering
ta'bonan v to cover something
•ita'bon v to cover something
•ta'bonan v to cover something (der. of ta'bón)
ta'buwan v to pour water on something
tadem u blade
•metádem st sharp
•tadem ni paná-i u arrow
tadem ni paná-i u arrow (der. of tadem)
tadén dem PROX.DEM
tadí'é dem LPROX.DEM
tadina dem MED.DEM
tadya'í dem FDIST.DEM
tadyáy dem DIST.DEM
taga- u pfx from [tag]
tagal u time (reference to length or duration) [tag]
tagálog u tagalog people
tagésa' outside [lar]
tagesénag u day (der. of sinág) [lar]
taglang u rib [lar]
tagpó u waterfall
takipan u act of covering up another one's fault [tag] [lar]
takták u (house)
talága 1. adv of course, naturally 2. u sure
talampánan u sole of foot
talangká u crayfish
talbak u kind of fruit (tagbak) [jen]
talbós u edible leaf [tag]
talegagot u stomach [lar]
talénèp u dream [lar]
talénga u ear [lar]
talengangág u earwax [lar]
taléngu wound
•metalengowan v to be wounded
taling u wart, mole [lar]
talód u truth
talóman u scream
talón u forest
talóng u eggplant
taláng u eggplant
=tam pron 1p.GEN
táma1 u correct
táma2 u wound [tag]
tambaba'ik u little finger [lar]
tambong-tambóng u kind of plant
tambótsó u exhaust pipe [sp]
tandá u act of remembering
•metanda’án v to be able to remember something
•tanda'an v to remember something
(tanem- pfx RDP
taném u plant
•itanem v to plant something
•mentaném v to plant
•pentaném acw process of planting
tangal u act of looking
•mentangál v to look
•tangálen v to look at something (der. of tangal)
tang'al u height, altitude
•itang'ál v to raise something
•metang'ál st high, tall
•tum'angal v to grow up
tangálen v to look at something (der. of tangal)
tangap u act of accepting
•tangápan u agreement, acceptance
•tangapen v to to accept or welcome someone
tangápan u agreement, acceptance
(der. of tangap)
tangapen v to to accept or welcome someone
(der. of tangap)
tanghalí u noon [tag]
tangkay u stem
tánod u guard, warder
tanód u act of waiting
•mentanod v to wait
•tanódan v to wait for something
tanódan v to wait for something
(der. of tanód)
tanóng u question
•mentanóng v to ask
tantyádo v to estimate [sp]
tanúduh u finger
[lar]
tá'o u person [tag]
ta'ón u year
ta'ós u sincere
tapálang u kind of seafood
tá pang u courage
•metápang st brave
tápat u direct, in front of
tapde u act of using
[lar]
tape' u land, soil
•tappé u earth, ground, land, soil
tapé u dirt
ta'pég u act of covering
•ita'pég v to close
•tá'pegan v to cover something
tá'pegan v to cover something
(der. of ta'pég)
tápis u traditional Alta corset for girls
ta'pó u summit
•ita'púh above
•meta'pó st high, tall
tápos 1. u act of finishing 2. discconn then
tappé u earth, ground, land, soil
(der. of tape') [v]
tarabáho u work [sp]
•mentarabáho v to work
tása u cup
ta'sa'i dem there
tatló u three
táwa u act of laughing [tag]
tayóg u coconut wine
ta'yúng u act of fetching water
te art non-specific article
tebág u answer
•tebágen v to reply to a question
tebágen v to reply to a question
(der. of tebág)
tegdu u act of dripping
•tumtégdu v to be dripping
tegéd u time (reference to length or duration)
•menteged v to pass time
•metgéd st lasting
tegég v u act of crushing with a stick
•mentegét v to crush with a stick
tegégén v to crush something with a stick
tegégén v to crush something with a stick
(der. of tegég)
teg'ud u act of throwing
•tég'udén v to throw something
teg'udén v to throw something
(der. of teg'ud)
teiwadde exist there is
(der. of tey)
telde u ascension
•tumelde v to lift
temó u act of burning
•matmó v to burn, to be on fire
temó'en v to burn something
(der. of temó)
templa u act of blending
tempuláb adv yesterday
(der. of puláb)
ten 1. art OBL 2. adv when 3. art OBL
ten demó adv at first
ten eddamo a panáhon adv a long time ago
ten makálawa adv day before yesterday
ten náníh adv earlier
[v]
ten sinag adv in the past, back in the days
téna u mother (reference)
(der. of iná)
te'nag u fall
•ite'nag v to throw something
This plant can be used as a piscicide. You can crush the plant, with a stone.
then u place it into the water, and it kills the baye fishes."

tu’be u act of poking
tubo u act of planting
tubung u water container [lar]
tudud u heel
tudú u skewer
tugen u act of escorting
•ittugen v to bring
•mengétugen v to escort
tugí u kind of yam
tul u act of cutting
•tulen v to cut something
túlag u act of pushing
•itúlag v to push something
•mentúlag v to push something
tulág u spear [tag]
tulen v to cut something
(der. of tul)
tulèng u deaf
túlong u help
•katúlong u helper
tulús u continuance
•itulús v to continue something
•mentulús v to continue
tulúy u continuation [tag]
•tulúy-tulúy adv progressively
tulúy-tulúy adv progressively [tag]
(der. of tulúy)
tum’angal v to grow up
(der. of tang’al)
tumelde v to lift
(der. of telde)
tumepde v to go down, to move down
(der. of tepde)
tumira v to live
(der. of tira)
tumtègdu v to be dripping
(der. of tegdu) [lar]
tu’nang u remember
túnay u pure
tunkud u walking stick, cane
[lar]
tungtung u cover
tungúwan v to ignite something

turuturumbúng u kind of plant "The juice of this plant can be use for your eyes. If you have something on your eye, some dirt, you can put some drops of the juice directly on your eyes and it will remove the eyedirt. Even in some cases if you can’t see anymore, you just need to proceed like we say and you will get better"
tutu u act of learning
•metútu st able to learn
Tutuy u name of Alta elder
túyu u drought
•metúyu st dry
twálya u towel [sp] U u
uban u hair gray [lar]
ubé t u vagina [lar]
úbi u kind of yam
ubúd u upper stalk
ubul u act of sharpening
•iyubul v to sharpen something
•ubúlan u grindstone
ubúlan u grindstone
(der. of ubul)
ubut (fr. var. of ebút) u hole
udáng u shrimp
uddén u rain
•um’uddén v to rain
úding u 1. charcoal 2. shoot
[lar]
•men’udíng v to make coal
ududmá adv tomorrow
ugáli u manners, tradition
•ka’ugali’an u custom
ugdèng u dandruff
[lar]
ugdét u root, origin
ugsad u descent
ug’úg u cough
uháw u be thirsty
•me’úhaw st thirsty
ulág u snake
[v]
úlam u viand [tag]
ulámen v to lunch something
ulámen v to lunch something
(der. of úlam)
ulas u act of washing
*mengólás v to wash
*ulásan v to wash something
ulásan v to wash something
(der. of ulas)
ulayen v to let something
(der. of olay)
ulâd u non-Alta person
ulêd u worm
ulés u blanket
ulet u peelings of cooked tubers
[lar]
ulétaw u youn man
[v] fr. var. ulitaw
ulí u act of going back home
•umóli v to come
ulila u orphan
ulit u bark, skin
•ulítan v to peel something
ulítan v to peel something
(der. of ulít)
ulitáw fr. var. of ulétaw
u bachelor, unmarried boy
ulté’ u sprout
ulu ni lasat u nipple
[lar]
uluh u head
•um- ??? > v ifx AV
uma’ban v to chop
uma’báng v to climb
(der. of a’báng)
umábut v to reach
(der. of ábut)
umagded v to request
(der. of gded) [lar]
um’ahon v to go up
(der. of áhon)
umálang v to come from
(der. of álang)
umáli v to come
(der. of ali)
umán 1. prep like 2. adv seemingly
umanhay (fr. var. of umansáy)
umanig v to be like
(der. of aníg)
umansa’i dem FDIST.SML.DEM
umansáy dem DIST.SML.DEM
fr. var. umanhay
umansén dem PROX.SML.DEM
umansi’é dem LPROX.SML.DEM
umansiná dem MED.SML.DEM
um’asu’ v to be smoking
(der. of asó’)
ume’ay v to go
(der. of ay3)
umedsáng v to lie down
(der. of edsáng)
umeg’áng v to depart, to leave
(der. of eg’ang)
umelwás v to cross
(der. of elwás)
ugmèn v bear down, exert oneself
[lar]
umí’at v to stand up
(der. of i’at)
um’ikod v to go around
(der. of ikod)
um’inés v to move
uming u beard
Umíngan u Alta place name
um’ingel v to get angry
(der. of ingél)
umínom v to drink
(der. of inom)
um’uddén v to rain
(der. of uddén)
umunod v to follow
(der. of unod)
um’unód=i u the following, the next
(der. of unod)
umútan v to borrow money
uná u act of saying
• ma’uná’ v to say
• pe’uná’ v to have someone say
unás u sugarcane
[lar]
unát u straigh (hair)
ungút u coconut
unih u sound
unod u act of following
• umunod v to follow
• um’unód=i u the following, the next
unoden v to follow something
(der. of unod)
unómen u word, speech
[v]
upa u wage, rent [tag]
• upáhan v to rent something
upáhan v to rent something [tag]
(derr. of upa)
upoh u gourd
[lar]
upu’upúhan u Its leaves are edible, you
can eat them raw in a salad, or boil
them and prepare them with bagoong,
coconuts and tomatoes. It is quite tasty
and it’s good for high blood pressure
usáh u deer
usol u act of bringing down (to bring rattan
plants down)
usu u vogue
utában v to stab
[lar]
útah u vomit
útan u debt
• mengótan v to borrow
utay’utay adv gradually
úté’ u brain
útin u penis
fr. var. géyét
utúh u lice, louse
• me’il’utuh v to delouse
utúsan v to send on an errand
[lar]
ut’ut u act of digging a hole
• peng’ut’út acw tool for digging
• ut’után v to excavate
ut’után v to excavate
(der. of ut’ut)
uwáh u thing
uyéng u rat, mountain rat
uyógen u mock something
W w
= wadá adv perhaps
wádì’ u younger sibling ewwádi u siblings
[v]
wádì’ u younger sibling (vocative)
wagét u 1. water 2. river
wakwák u crow
walís u sweep
• menwalís v to sweep, broom
waló= u eight
wasa’ u destruction, ruin
wasingmasin u washing machine [eng]
wata’wata’ u act of scattering
• menwata’watá’ v to spread out
Y y
-y- ifx RDP
= ya’i dem FDIST.DEM.ABS
yapyáp u kind of small fish
yari u act of happening
• mengyári v to happen
= yay dem DIST.DEM.ABS
ya’yay {fr. var. of dyá’yay}
yégyèg u earthquake
[lar]
yelgít u eye
yún u June [eng]
abaca -- adútay u
abandon -- láwan v; men’awon v
abandon someone -- isi’yan v
able to learn -- metútu st
able to obtain -- ma’álap v
abnormal, uncertain -- álangan u
above -- ita’puh
acacia tree -- akásya u
accept -- tangap u
accident -- sakúna u
accompany -- élan u
accompany someone -- sabáyan v
actual -- mísmo u
actually -- kung baga discconn
add -- dagdag u
add to something -- dagdagáan v
adversity, suffering -- kahirapan u
advice -- penbiddán acw
afraid -- me’antíng st
afternoon -- puláb u
afterwards -- pagkatapos acw
age -- edád u
agree -- payagan v
agreement -- payag u
agreement, acceptance -- tangápan u
airplane -- eropláno u
alive -- mebilay u
all -- lahát u
all -- élán u
all day long -- meghápon u
all saint’s day -- maháli a áraw
almost -- hálus adv
almost -- tetteng adv
alone -- solo u
alone -- l’issá u
already -- =Ce adv; =na2 adv; =nen adv
also -- =sélá adv
Alta language -- alta 2 u
alta people -- ka’altahan u
ambition -- pangarap u
ancestor -- ninúno u
and -- saka coordconn
and -- atsaka coordconn
and -- at coordconn
anger -- ingél u
angry -- um’ingel v
animal -- háyup u
ankle -- bit’ing u; bukungbúkung u
another -- ibá u
answer -- tebág u
ant -- egém u
anus -- bulí 2 u
anyhow -- papeppapeno adv
anywhere -- kung addíno adv
approach something -- bi’nán v
approximately -- mangá
areca nut -- butág u
arm -- beráso u; sálap u
armpit -- kilekileh u
arms -- sasálap u
arrange -- ayúsen v
arrival -- pangadaténɡ u
arrove -- daténɡ u; dumaténɡ v
arrow -- tadem ni paná-i u
arrow (spearfishing) -- ginilat u
as, by way of -- bilang 2 u
ascension -- telde u
ashes -- abó 2 u
ask -- mentanóng v
aspect, presence -- hárap u
assistant -- gemgém 2 u
assorted -- sarisari u
at first -- ten demó adv
attempt -- pensikapan acw
attraction -- igop u
aunt -- bimbi’ u
authority, right, claim --
awake -- melemyá v
awake
B
baby -- aná’ a ba’ík u
bachelor, unmarried boy -- ulitáw u
back -- li’ód u
back in the days -- ten sinag adv
back of the knee -- alakalakán u
backside -- bobónq u
bad -- medú’es 1st
bait -- pa’ínan u
Baler town -- Baléd u
Baléte tree -- Balíti u
ball -- bóla u
ballpen -- bópen u
balobo -- blóngay u
bamboo -- awáyan u
banana -- ságing u
Bangkok tree -- bangkók u
barangay -- barangáy u
bark -- atát u; ulít u
barking of a dog -- abágan u; batóg u
barter, exchange -- palit u; su’ep 1 u
base -- bátay u
base, bottom -- penti’dán u
basket -- kayabang u
bat -- alapnít u
bathe -- dilús u
bathe -- mendílus u
be able to entertain -- melíbang st
be able to quit -- ma’eq’ang v
be at -- isáy exist
be born -- men’áná v
be born -- iyaná’ v
be found of someone -- mon u
be like -- umaníg v
be quick -- me’ágap st
be rescued -- manágep v
be thirsty -- uháw u
bean -- sítaw u
bear (fruit) -- mengíyan v
bear (fruit) -- men’íyán v
bear a child -- meni’aná v
bear down -- umgèn v
beard -- umíng u
beautifull -- meganda st
beauty -- gandá u
because -- dáhil subordconn; dahilan prep; kasé subordconn
because -- kasé subordconn
become -- maging- v
become orphaned -- ma’ulíla v
bed -- káma u
bedbug -- súrut u
before -- bálo 2 subordconn
beginning -- sapúl u
behaviour -- pakikitungo u
behind -- pallí’ódan u
believe -- menewala v
believe, think -- akála v
belly -- tián u
bench, chair -- bangkó u
berch -- dumu’el u
betel chew -- emán u
betel chew practice -- pen’eman acw
betel leaf, piper betel -- lilit u
big -- de’él u
bind -- gapúèn u
bird -- manú’ 1 u
bite something -- aláten v
bitter -- mepí st
black -- mengétid st
bladder -- pantúg u
blade -- tadem u
blanket -- ulés u
blind -- bulát u
blink one’s eyes -- ikésap v
block, as a hole -- lu’duyén v
blood -- matlém u
blossom -- buddé’ u; memuddé’ v; menbuddé’ v
blow (wind) -- sumíbul i pagúd-i v
blue -- asúl u; blu u
board, plank -- tablá u
boat pole -- tíkin u
boat, canoe -- bangká u
body -- abdè’ u
boil -- ilaga v; isángèp v; isángèp v; lumelbút v
boiling -- mellebút 1 st
bomb -- pengwasak acw
bone -- tólang u
book -- libro u
born -- lumeldép v
borrow -- dam 2 u; mengótan v; umútan v
boss -- ámo u
bottle -- bóte u
bottom -- pinenti’dan u; tepde u
bound for -- papuntá u
bow -- paná u
bowl -- mangko’ u
boy -- lalla’í u
bracelet -- sebcál u
boyfriend, girlfriend -- a’ángas u
bracelet -- sebcál u
brain -- uté’ u
bran -- napés u
branch -- sangá 1 u
branch out -- mensangá v
brave -- méngél st; metápang st
bread -- tinápay u
<table>
<thead>
<tr>
<th>English</th>
<th>Tagalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>breadfruit -- <em>rimas</em> u</td>
<td>canine tooth -- <em>pángil</em> u</td>
</tr>
<tr>
<td>breakfast -- <em>mén’armusal</em> v</td>
<td>canine tooth, tusk --</td>
</tr>
<tr>
<td>breast -- <em>lasá†</em> 1 u, <em>susu</em> u</td>
<td>capable -- <em>káya</em> u</td>
</tr>
<tr>
<td>breast-fed -- <em>mensúsu</em> v</td>
<td>capital, investment -- <em>puhunan</em> u</td>
</tr>
<tr>
<td>breathe -- <em>anges</em> u</td>
<td>carabao -- <em>depóq</em> u</td>
</tr>
<tr>
<td>breed -- <em>men’aná’</em> v</td>
<td>cardboard -- <em>kartón</em> u</td>
</tr>
<tr>
<td>bridge -- <em>túlay</em> u</td>
<td>carrress or stroke something --</td>
</tr>
<tr>
<td>bright -- <em>mesiglát</em> st</td>
<td><em>háplusen</em> v</td>
</tr>
<tr>
<td>bring -- <em>ittugen</em> v</td>
<td>carried by currend -- <em>mini’anúd</em> st</td>
</tr>
<tr>
<td>bring someone/something -- <em>i’ayep</em> v</td>
<td>carru -- <em>betláy</em> u; <em>eddén</em> u</td>
</tr>
<tr>
<td>broken -- <em>minabsag</em> st; <em>minásídah</em> st</td>
<td>carry a baby -- <em>salíbi</em> u</td>
</tr>
<tr>
<td>broken (jars) -- <em>nábta</em> st</td>
<td>carry on shoulder -- <em>betláyen</em> v</td>
</tr>
<tr>
<td>broken (ropes) -- <em>napegsát</em> st</td>
<td>carry something -- <em>edenán</em> v</td>
</tr>
<tr>
<td>broom -- <em>buybuy</em> u</td>
<td>Casiguran -- <em>Kasigúran</em> u</td>
</tr>
<tr>
<td>broom made of midribs -- <em>tingting</em> u</td>
<td>cat -- <em>pósa</em> u</td>
</tr>
<tr>
<td>brother-in-law -- <em>báyaw</em> u</td>
<td>catch -- <em>da’ep</em> u; <em>meda’ep</em> v; <em>menda’ep</em> v</td>
</tr>
<tr>
<td>brothers or sisters in law -- <em>pethipag</em> u</td>
<td>catch (hunting) -- <em>malakáya</em> 2 u</td>
</tr>
<tr>
<td>brown -- <em>brown</em> u</td>
<td>catch with a trap -- <em>mensílo</em> v</td>
</tr>
<tr>
<td>bubble -- <em>bumbula</em> u</td>
<td>carried by -- <em>gágawi</em> 2</td>
</tr>
<tr>
<td>bucket -- <em>baldé</em> u</td>
<td>cell phone -- <em>sélpon</em> u</td>
</tr>
<tr>
<td>build -- <em>men’úg</em> v</td>
<td>cellophane -- <em>sélupin</em> u</td>
</tr>
<tr>
<td>build a house -- <em>menbeli</em> v</td>
<td>cement -- <em>siménto</em> u</td>
</tr>
<tr>
<td>build something -- <em>payóngan</em> v</td>
<td>cementery -- <em>pantiyon</em> u</td>
</tr>
<tr>
<td>bulrush -- <em>salókut</em> u</td>
<td>center -- <em>séntro</em> u</td>
</tr>
<tr>
<td>bumblebee -- *sedúl u</td>
<td>chair -- <em>itnúdan</em> u</td>
</tr>
<tr>
<td>bunch -- <em>gepekt</em> 2 u</td>
<td>change -- <em>menbágo</em> v; <em>pembabágo</em> u</td>
</tr>
<tr>
<td>bunch of bananas -- <em>bú’iq</em> u</td>
<td>change clothes -- <em>menbihís</em> v</td>
</tr>
<tr>
<td>burn something -- <em>temó’en</em> v</td>
<td>change something -- <em>sá’latan</em> v</td>
</tr>
<tr>
<td>burn, be on fire -- <em>matmó</em> v</td>
<td>charcoal -- <em>ýding</em> 1 u</td>
</tr>
<tr>
<td>burn, scorch -- <em>imálán</em> v</td>
<td>charcoal production -- <em>pen’úding</em> acw</td>
</tr>
<tr>
<td>burned -- <em>ma’imálan</em> v; <em>metúpok</em> st</td>
<td>chase -- <em>damólag</em> u</td>
</tr>
<tr>
<td>burned to ashes -- <em>mewasá</em> st</td>
<td>chase something -- <em>damólagen</em> v</td>
</tr>
<tr>
<td>bury -- <em>ibitu</em> v; <em>ibéng</em> v</td>
<td>cheap -- <em>melahdin</em> st; <em>metepdé</em> 2 st;</td>
</tr>
<tr>
<td>business man -- <em>negosianta</em> u</td>
<td><em>müra</em> 1 u</td>
</tr>
<tr>
<td>but -- <em>péro</em> coordconn</td>
<td>cheat -- <em>díya’</em> u</td>
</tr>
<tr>
<td>butterfly -- <em>alébangbang</em> u; <em>paroparó</em> u</td>
<td>cheek -- <em>padingil</em> u</td>
</tr>
<tr>
<td>buttocks -- <em>bènèg</em> u; <em>bulí</em> 1 u</td>
<td>chest -- <em>pagúh</em> u</td>
</tr>
<tr>
<td>button -- <em>botones</em> u</td>
<td>chew areca nut -- <em>menbutag</em> v</td>
</tr>
<tr>
<td>buy -- <em>bili</em> u</td>
<td>chew sugarcane -- <em>osén</em> v</td>
</tr>
<tr>
<td>canine tooth -- <em>pángil</em> u</td>
<td>chicken -- <em>manó’</em> u</td>
</tr>
<tr>
<td>chicken, tusk --</td>
<td>chicken food -- <em>matáng hipong</em> u</td>
</tr>
<tr>
<td>capable -- <em>káya</em> u</td>
<td>child -- <em>anna’</em> u</td>
</tr>
<tr>
<td>capital, investment -- <em>puhunan</em> u</td>
<td>child, offspring -- <em>ána’</em> u</td>
</tr>
<tr>
<td>carabao -- <em>depóq</em> u</td>
<td>children -- <em>a’ána’</em> u</td>
</tr>
<tr>
<td>cardboard -- <em>kartón</em> u</td>
<td>children’s inlaws -- <em>mannolangan</em> u</td>
</tr>
<tr>
<td>carrress or stroke something --</td>
<td>chin -- <em>timid</em> u</td>
</tr>
<tr>
<td><em>háplusen</em> v</td>
<td>choose -- <em>pilén</em> v</td>
</tr>
</tbody>
</table>

C c

Cabanatuan -- *abanatú’an* u

cabbage -- *repólyo* u

call -- *mennó* v

call someone -- *ngo’an* v

can, be possible -- *obra* v; *pwéde* u

candy -- *kendi* u

cane -- *tungkud* u

400
<table>
<thead>
<tr>
<th>English</th>
<th>Tagalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>chop -- gayáten u; manhákot v; uma'ban v</td>
<td>consumed -- mináminèn st</td>
</tr>
<tr>
<td>chop down -- puláken v</td>
<td>contest -- demét u</td>
</tr>
<tr>
<td>chop something -- hakóten v</td>
<td>continuance -- tulús u</td>
</tr>
<tr>
<td>church -- simbáhan u</td>
<td>continuation -- tulúy u</td>
</tr>
<tr>
<td>cigarette -- sigarílio u</td>
<td>continue -- mánañi v; mentulús v</td>
</tr>
<tr>
<td>circle -- bilóg u</td>
<td>continue something -- itulús v</td>
</tr>
<tr>
<td>clarity -- lináw u</td>
<td>converge -- me'itaqbo v</td>
</tr>
<tr>
<td>clavicle -- guluq杏 ni pagu-i u</td>
<td>cook -- mengisalang v; menluto v</td>
</tr>
<tr>
<td>clean -- melínis st; menlinis v</td>
<td>cook rice -- mensená v</td>
</tr>
<tr>
<td>clean rice -- mentap v</td>
<td>cook something -- igisa v; ilúto v</td>
</tr>
<tr>
<td>clean something -- linísan u</td>
<td>cook something by using a fire -- isalang v</td>
</tr>
<tr>
<td>cleanliness -- linis u</td>
<td>cooking with coconut milk -- gate'an v</td>
</tr>
<tr>
<td>clear -- bu'ás u</td>
<td>cooking place -- pengisalangan acw</td>
</tr>
<tr>
<td>clear -- melinaw st</td>
<td>cooking pot -- kawálih u</td>
</tr>
<tr>
<td>climb -- uma'bang v</td>
<td>cool -- mehámog st</td>
</tr>
<tr>
<td>climb something -- a'bangen v</td>
<td>corner -- súluk u</td>
</tr>
<tr>
<td>close -- isáda v; ita'pèg v</td>
<td>correct -- táma 1 u</td>
</tr>
<tr>
<td>close (eyes) -- men'ísép v</td>
<td>corset -- tápis u</td>
</tr>
<tr>
<td>close one's eyes -- iyesep v</td>
<td>cot -- edsangán u</td>
</tr>
<tr>
<td>cloud -- me'úlap u</td>
<td>cotton -- búlak u</td>
</tr>
<tr>
<td>cockroach -- ipès u</td>
<td>cough -- ug'úg u</td>
</tr>
<tr>
<td>coconut -- niyúl u; ungút u</td>
<td>count -- bilang 1 u</td>
</tr>
<tr>
<td>coconut milk -- gaté' u</td>
<td>couple -- petsásawa u</td>
</tr>
<tr>
<td>coconut plantation -- aniyúlan u</td>
<td>couple of companions -- pet'élán u</td>
</tr>
<tr>
<td>coconut shell -- ba'úl u</td>
<td>courage -- tápang u</td>
</tr>
<tr>
<td>coconut wine -- tayóg u</td>
<td>cousin -- apésa u</td>
</tr>
<tr>
<td>coffee -- kapé u</td>
<td>cousins -- pe'tapésa u</td>
</tr>
<tr>
<td>cogon grass -- kúgun u</td>
<td>cover -- takípan u; tungtung u</td>
</tr>
<tr>
<td>cold -- medangin st</td>
<td>cover something -- ita'bon v; ta'bonan v; tá'pegan v</td>
</tr>
<tr>
<td>collapse -- minébwéi v</td>
<td>covered with cysts -- butligbutlig u</td>
</tr>
<tr>
<td>colleague -- kasábay u</td>
<td>crab -- émanguh u</td>
</tr>
<tr>
<td>collect firewood -- me'i'ayuh v</td>
<td>crack -- minabta' v</td>
</tr>
<tr>
<td>collect something -- sa'detén v</td>
<td>crawl -- gumápang v</td>
</tr>
<tr>
<td>colour -- kúlay u</td>
<td>crayfish -- talangká u</td>
</tr>
<tr>
<td>comb -- mensuklay v</td>
<td>crazy -- mellebút 2 st</td>
</tr>
<tr>
<td>comb down -- gsa' u</td>
<td>critical -- delikádo u</td>
</tr>
<tr>
<td>community -- komunidád u</td>
<td>crocodile -- buwáyah u</td>
</tr>
<tr>
<td>compassionate -- me'albi st</td>
<td>crooked -- mebíkong st</td>
</tr>
<tr>
<td>complete -- kompleto u; monmon u</td>
<td>cross -- umelwás v</td>
</tr>
<tr>
<td>connection -- kabít 2 u</td>
<td>crow -- wakwák u</td>
</tr>
<tr>
<td>connection -- ka'uñgáy u</td>
<td>crowl -- gapangan v</td>
</tr>
<tr>
<td>constitute -- bumbu'u v</td>
<td>crown of thorns -- kurúnang tinik u</td>
</tr>
<tr>
<td>consumed -- memin st</td>
<td>crush -- bayúh u</td>
</tr>
<tr>
<td>consumed -- mináminèn st</td>
<td>crush -- crush lice -- sèddit u</td>
</tr>
</tbody>
</table>
crush something with a stick --
  tegtegéén v
crush with a stick -- mentegtéég v
crush, pound -- menbayúüh v
crushing -- penlebè' acw
cry -- mensiyá v
cultivate land -- men'úma v
culture -- kultúra u
cup -- tása u
cure -- menpagamot v
cut -- etúl u
cut -- mentabás v; tulen v
cut into many slices -- gayatgayaten v
cyst -- butlíg u

d --
dam -- dam 1 u
dance -- mensayaw v
dance for someone -- sayawan v
dandruff -- ugdèng u
dangerous -- mepangánib st
dark -- mesdém st
darkness -- sdem u
day -- áraw u; sínág 2 u; tagesénag u
day after tomorrow -- idúwa adv
day before yesterday -- ten makálawa adv
dazzle -- silaw u
dazzled -- mesilaw st
defe -- tulèng u
defar -- u
dean -- útan u
debt -- útan u
dee -- medisalad st
dee sea -- benglé 2 u
defecate -- umtél̄ih v
denlouse -- me'i'utu u h
dependent -- ása u
descent -- bába u; ugsad u
destruction -- wasa' u
detonation -- pemppadoo' u
device -- apáratu u
dew -- hámug u
diaper -- dáyaper u
die -- metíh st
different -- iba'ibá u; ka'ibá u
difficult -- mehirap 2 st
dig -- menbutu v
dilligence -- sipag u
dilligent -- mesipag st
dinner -- pumolaban u
direct -- tátap u
dirt -- dengét u; diplét u; tapé u
dirt in eye -- salimat u
dirty -- mediplét st
disagreement -- hidwá'an u
disappear -- me'ébut v
disguise as -- menpangap v
dish -- pingán u
disrespectful -- lapastangan u
dissolvent -- penglusaw acw
dissolving -- penglusaw acw
dive -- lumedep v; menisid v
dive -- atí u
divide -- bla' u
divide something -- bla'en v
divider -- dibáyder u
diving -- penlede p acw
do -- gágawin v
do at the same time -- mensabay v
do something -- megagawi v
do wrong -- menkasala v
dog -- asó u
door -- penárra u
down -- bakbak u
downstream -- dilód u
dream -- talénep u
dress -- dástér u; su'ep 2 u
drink -- uminom v
drink soemthing -- inomen v
drip -- ipgés v; tegdu u; tuntégdu v
drive away -- bugáwen v
drive, drool -- alibaba' u
drought -- siyan 1 u; siyan 2 u; túyu u
drown -- minálímès st
drunk -- linug u
dry -- mesiyán st; metýyu st; namaddé st
dry on the sun -- isénaq v
dull -- mèngódel st
Dupinga river -- Dupinga u
during --
during -- lu'ub u
dust -- alekabuk u
dwell -- ayán v
dynamite -- dilámita u
E e
each -- kada-
ear -- talénga u
earlier -- ten nánih adv
early -- papa'ás 2 adv
early dawn -- madaling-araw adv
earring -- híkaw u
earth -- lubóng u; tappé u
earthquake -- lindói u; yégyèg u
earwax -- talengangág u
east -- silángan u
easy -- medálí st
eat -- an u; mengán v
education -- pineg'aralan u
eel -- ɪgdét u
effect -- gágawi 3 u
efficient -- sanáy u
egg -- bunáy u
eggplant -- talóng u
eight -- waló= u
eighth -- inwaló u
elbow -- s'uh u
elder -- me"ena'ém u
eldest child -- demó 2 u; pangánay u
electricity -- koryénte u
eleven -- labín issá u
eleventh -- inlabinissá u
ember -- bága' u
embrace -- apos u
enchanted -- inkantáda u
engineer -- inginer u
enlarge -- dedde'len v
enter -- pasok u; sumdép v
enter a place -- pendingen v
entertain someone -- libángen v
entertained -- melebang st
enthusiastic -- interesádo u
entrance -- isdép 2 u; kadasádep u;
pasdepán u
envious -- me'ingit st
epilepsia -- subisubí u
error -- sala u
escape -- me'elebsang v
escort -- etugén v; mengétugen v
especially -- lálo adv
estimate -- tanyádo v
even -- angán coordconn; hangán 1
subordconn; pati prep
evenin -- dalám u
evening --
every -- báwad u
every night -- dalamdalam adv
everyday -- sinagsinág adv
exactly -- kaya qúl adv
example -- halimbáwa u
excavate -- ut'után v
excessive -- lámpas u
excessive -- mehégit st
excessive -- mesyádo adv
excrement -- ɛtay u
exhaust pipe -- tambótso u
exist -- maiwaddé v
expensive -- mehál st
experience -- aránásan u; dat 2 u;
maranasan v
experience difficulty --
express gratitude -- menpasalámat v
extremity -- lawís u
eye -- matáh u; yelógi u
eyebrow -- kilay u
eyelash -- mutá u
eyelid -- kurimá'mat u; pilikmatah u
F f
face -- isa'lanq v; lúpa u; mukhá u
faint -- pumpati v
fall -- falls u; mate'nag v; te'nag u
fall down -- me'leb v
family -- kapamílya u; pámílya u
family name -- apelído u
fan -- bentiládór u
far -- addyó u
farting plant -- attetút u
fast -- apródan v; meba'siq st; mebílis st
fasten --
fat -- metabdédé 1 st
father -- amá u; tiyáma u
father and child -- peť'ama u
fathers -- tdiyama u
father's -- niyama u
fatness, fertility -- tabdé u
faucet -- gripo u
favorite -- paborito u
fear -- anting u
feast -- ngúyúlan v
fetch water -- mensagep v
feed -- menpa’an v
feed the fire -- du’útan v
feet -- ti’édéti’éd u
fence -- bákud u
fertile -- metabdé 2 st
fertilizer -- patabá u
fetch -- sundó u
fetch something -- sa'gápép v
fetch water -- sumagep v
fetching water -- sa'gápép v
fetching something -- sa'gápép v
fever -- penáng u
feverish -- mepenáng st
few -- sá’ano 2 u; sasá’ano pro-form
field -- kampo u
fifth -- inlimmá u
fight -- me’i’itaw v
fight -- laban u
fight -- ipaglaban v; men’itá w; suntók u
fill -- matnó v
fin -- palikpik u
find -- me’i'ntá v
finger -- dalír u; galámay u; tanúduh u
fingernail -- kokóh u
fire -- apóy 1 u
first -- demó 1 u; medemo st;
   pa’idemówan acw; sa’út adv
fish -- i’an u
fish with goggles and spear --
   meñlédep v
fist -- ama’u u
five -- five u; limmá u; singko u
flagrant -- meslób st
flat -- melapyát st
flatness -- pátag u
flesh -- pilás u
flipflops -- sinélas u
float -- itaw u; lumélitaw v
flood -- duma’él v
flooded -- me’ñód st
floor -- aságán u
flour -- arina u
flow -- bumbulús v; guma’u v
flow somewhere -- gsa’an v
flower -- bulaklák u
flowered -- bulaklák u
flowering -- pen’iyan acw
fly -- inumbél v
fly -- la’angáw u
follow -- sundan v; umunód v
follow something -- unoon d v
following -- um’unód=i u
fontanelle -- bunbunan u
food -- e’ánén u; pagka’in acw
food used as provision -- pengbelón acw
fool -- loko u; menlíko v
foot -- pie u; ti’éd u
footprint -- abdét u
for -- para 1 prep
for example --
forehead -- idép u
foreigner --
forest -- a’áyuwan u
forest -- talón u
forget -- ali’sap u
fork -- tinidór u
four -- apát u; kwatro u
fourth -- in’apát u
fourty -- kwarénta u
fracture -- minágpung v
freckle -- pekas u
free -- meláya v
fresh -- bágo u
fresh -- sáriwa u
fridge -- rep u
friend -- akúyog u; ka’ibígan u
frog -- ba’ba’u
frog -- ba’ba’ u
from -- taga- u; tiga prep
fry rice -- isalnag v
frying pan --
full -- penúh u

G g

gall -- apduh u
game -- galáw u
garbage -- edét 1 u
garden --
gardening -- gárden u
garlic -- báwang u
gas pain -- kábag u
get -- álap u
get -- mengálap v
get dark -- sumdem v
get drunk -- melínúg st
get married -- menkasangá v
get saciated -- minapsul v
get somebody to sleep -- papólden v
get something -- álapen v
ghost -- luwe' u
gills -- asáng u
gin -- ginébra u
ginger -- lúyah u
girl -- debdí u
give -- atdán v
give -- áted u; da'út u; mengáted v
give something -- awádan v
glass -- báso u
glasses -- salámín u
glued -- mepét st
gnat -- amúl u
go -- inay v; ume'áy v
go around -- um'ikod v
go down -- tumepde v
go home -- ulí u
go in -- sdepen v
go somewhere -- ángin v; ináyan v
go to church -- mensimbá v; simba u
go up -- um'ahon v
goat -- kambing u
god -- Ápó u; dvós u; Makadípá u; panguín'ón u
goggles -- antípára u
gold -- ginto u
gold seeker -- magiginto u
good -- mepatód st; mepiya st; piya u
gossip -- isítsít v
gourd -- upohn u
government -- gobyérmo u
gradually -- utay'utay adv
grandfather -- alápowan 2 u; lolo u
grandmother -- lola u
grandparent -- niyápo u
grandparent -- ápó 2 u
grandparent -- tiyápo u
grandparents -- tidyápo u
grandparents -- nidyapo u
grandparents and grandsons -- pet'apo u
grandson -- alápowan 1 u; ápó 1 u
grass -- damó u; lamón u
grate -- kayudén v
grateful -- sipel u
greedy -- demót u
green -- bérde u; grin u
greeting -- batí u
grill -- sangep u
grind -- giling u
grindstone -- ubúlan u
grit the teeth -- mengígi v
group -- e'élan u
group of houses -- binalebbelí u
grow -- de'len v
grow up -- tum'angal v
g-string -- bal u
guard -- tánod u
guard something -- abantáyan v
guava tree -- bayábas u
guide -- dat 3 u
gun -- badíl u; pedú' u
gun something down -- badílen v
guuard -- bantáy u; menbantáy v
H h
hair -- bo' u
hair gray -- uban u
hair whirl -- puyoh u
hairy end of plants -- ipus 1 u
half -- a'tul u; kalaháti u
hammer -- pokpók u
hammock -- áyud u; indáyon u
hand -- damét u
handbag -- hánbag u
handle -- polowan u
hands -- dametdamét u
hang -- me'sabít v; sabít u
hang something -- isabít v
hang somewhere -- sabítan v
happen -- mengyári v; yari u
happy -- mélégayah st; mesayá st; mesipiél st
hard -- me'tóg st
hard working --
harelip -- bingáw u
harpoon -- salapáng u
harvest -- áni u
have -- may exist
have -- karó'ón v
have a relapse -- mebínat st
he -- =siyá pron; siya2 pron
head -- úluh pron
headcold -- sipón u
heal -- menpapíya v
heal someone -- ipa'dang u
hear -- tibeng u
hear about something -- mabalítan v
heart -- pusó u
hearth -- abó 1 u
heat -- init u
heavy -- medelmét st
heel -- tudud u
helicopter -- elikopter u
help -- túlong u
helper -- katulong u
here -- =sen dem; si'e dem; ti'sén dem
hiccough -- assinukén u
hide -- mensóme' v; some' u
hideout -- akógunan u
high -- metangál st
high, tall -- metan'al st; meta'pó st
higher part of a village --
hire someone --
his -- =na1 pron; diyá pron
hit -- lipdés u; me'isuntu' v
hit someone -- lipdesén v
hoarse -- mema'us st; pagé' u
hold -- gemgém 1 u; menggemgém v
hold something -- gempeman v
hole -- ebút u; ubut u
homework -- asáinment u
hook -- káwit u
horn -- sádu u
hornbill -- kaláw u
hospital -- ospitál u
hot -- me'init st
house -- beli u
household -- bubúng u
how -- papéno int
how are -- kumustá int
how many -- sá'ano 1 int
however -- kayadlá subordconn
hundred -- ara'an u; ngaddén 2 u
hunger -- bitil u
hungry -- bitélen u
hunt -- áludu' u; de'ép u; hüli u; mehúli v;
mengáludu v; menhúli v
hunt -- ánop u
hunt for game -- mengánup v
hunting -- penhúli acw
hunting ground -- pengasuhan acw
hunting material -- pengáludu' acw
hunting tool --
husband -- la'áy 2 u
husk of rice -- ipah u
hut -- payegpég u; sa'lóng u
I -- =e' pron
I love you -- budí ta'a
if -- kung 1 subordconn; nu'ánu 2 conn;
pag 1 subordconn
if -- pagká subordconn
ignite something -- tungúwan v
ilongot tribe -- étaleng u
imitate someone -- anigen v
impede -- adlang u
important -- importante u
impossible -- impossible u
improve something -- pepiyan v
in front -- sa'lángan u
in order to --
in order to -- para 2 subordconn
in other words -- ibiq sabihin discconn
include -- gagsa
included -- sakóp u
including -- =pati adv
income -- kita u
incorrect -- mali st
increase -- nayunan v
indeed -- =gul adv; =ngaród adv; akkáw
intj
index -- intutúdo u
indian coral tree -- dápáp u
industriousness -- kasipágan u
infant -- apapa'ana' u
infection -- sulpút u
influence -- impluwensia u
ingredient -- pensená acw

406
ingredients for seasoning -- rekádo u
inmediately -- agád adv
inside -- disálad 1 u
insomnia -- puyat u
instead -- imbis adv
intestines -- bitu’an u; egét u
iron -- bákál u; landok u
iron pyrite -- giginto u
island -- puqúh u
it is said -- di’omano
itch -- getél u
itchy -- mengetél v

J j
jackfruit -- nanáká u
jam -- palaman 2 u
Japan -- hapón 1 u
japanese male -- hapón 2 u
japanese woman -- haponesa u
jaw -- sèlang u
Jeez! -- addyos! intj
joint -- kasukasú’an u
juice -- katás u
jump -- lumagwat v
jump in the water -- lagwát u
June -- yún u
just -- =námud adv

K k
kernel -- iyán u
kick -- ibensih v; itidia’ v
kidney -- butú’ u
kill -- papati v
kilogram -- kilo u
kilometer -- kilometro u
kind -- mebá’it st; sari u
kind of salt -- sigém u
kindness -- ba’it u
kiss -- alób 2 u
kiss someone -- aloban v
kitchen -- kusína u
kitchen accessories -- pengkusína acw
knee -- bol u
kneel -- luhúd u
knife -- kutsílyo u
knot -- gepét 1 u
know -- kilála u
know -- annólen v; mé’ipagkilálah v;
nnol u; tokóy u

knowledge -- mennólan v

L l
lacking -- kúlang u
lacking, insufficient --
ladder -- aldèn u
ladle -- sandú u
ladle of coconut shell -- pangókad u
lady -- meddi u
lake -- lanáw 1 u
lame -- mepilay st
lame -- pilay u
land -- tape’ u
landslide -- lanslaid u
language -- pólung 1 u
last -- huli adv
last year -- itasse a ta’ón
late --
later -- nánih adv
laugh -- ngenge u; táwa u
laundry -- penlabá acw; penlabáda acw
lawyer -- abogádo u
lay down -- menlatag v
lay something down -- ipa’edsang v
layer -- patong u
lazy -- mebi’et st
lazyness -- bi’et u
leader -- pangonáhin u; pon 3 u
leadly -- meng’uno v
leaf -- doon u
lean -- sanggi’ u
learn -- men’áral v; tutu u
learned something -- minennolan v
leave -- olay u
leave -- eg’ang u
leave -- umeg’áng v
leave -- buwag u
leech -- limáte’ u; linta u
left -- alewi u
left hand -- awili u
leftover --
length -- la’aw u
let -- ulayen v
let go -- ilebsáng v
let someone know -- ipamúlat v
let’s go -- itamme!
lezard -- bus u
lice -- hánip u
miss someone -- sablé u
mix -- le’bung u
mix something -- isahóg v
mix something to something -- ile’bung v
mixture -- sahóg u
mock something -- uyógen u
mucus from one’s nose -- sipún u
mucus’s in one’s eye -- salémat u
molar tooth -- baq’ang u
mold -- inámag u
moment -- saglít u
money -- mallimbúy u; péra u
monitor lizard -- basé’ot u
monkey -- bulángen u
month -- bulán 2 u
moon -- bulán 1 u
moral lecture -- ánkop u
more -- mas adv
morning -- papa’ás 1 u
mortar (rice) -- lesúng u
mosquito -- namû’ u
moss -- lúmot u
mother -- nanay u; téna u
mother (vocative) -- iná u
mother and son -- pet’éna u
mothers -- tiddena u
motor, device -- makina u
mountain -- mudúng u
mountain rat -- uyéng u
mountain rat -- dagis u
mountainous area -- kamudúngan u
mouth -- tôbil u
move -- likot u; um’inés v
move something -- likóten v
movement -- inés u
much, many -- ádo u
mud -- lutít u
my -- =o pron

N n
naked -- hubád u; me’ehúbad st; oblás u
name -- menngadden v; ngaddén 1 u; ngadnan u
nape of neck -- bètu’ u
narra tree -- kamarág u
narrow -- mekipot st
native -- katotúbo u

naturally -- talága 1 adv
nature -- kalikasan u
naughty -- melékot st
nave -- puséd u
near -- mebí’en st
neck -- li’ég u
necklace -- kwéntas u
need -- ka’ilángan v
needle -- karayum u
nephew -- pangónakan u
nest -- pugarán u
new -- bálo 1 u
next day -- pa’asan u
next month -- inómunid a bulán adv
next to -- digdíg u
nice -- nine -- siyám u
ninth -- insiyám u
nipa -- sasah u
nipple -- ulu ni lasat u
nit of louse -- lisá’ u
no matter how -- angán papéno adv
no whater what -- hangan papéno adv
noise -- ngangaw u
noisy -- mengáwngaw st
Nominal affix -- a-
non-Alta person -- uldín u
noon -- tangháli u
nor -- kung 3 subordconn
nose -- edúng u
not -- bisa neg
not exist -- awón exist
notice -- pansin u
now -- dya’ay 1 adv

O o
obliged -- obligádo u
obstacle -- homad u
occasion -- minsan u
occasional --
octopus -- pugitáh u
odd -- káka’ibá u
odor -- alób 1 u
offer -- áló’ u
offer something -- ialo’ v
offer to the gods -- átang u
often -- palagi adv
oil -- langis u; mantika u
ok -- halá intj
old -- menna’ém st
old man -- la’áy 1 u
old object -- deddiyán 1 u
old woman -- be’és 1 u
older sibling -- aká’ u
once finished -- panga-
one -- issa u; itassé u
one thing placed over another --
onion -- sibúyas u
only -- =dla adv
open -- buksán v
open -- buklat u
open eyes -- mumulat v
open something -- bu’sán v
oppose -- ma’epé’itaw v
opposite side -- debbelew u
oppressed -- api’apihan u
oppression -- ka’apihan u
oppress -- api u
or -- o coordconn
orange -- órens u
order -- ayús u; patód u
originally -- dátí adv
ornament -- pengbetuh acw
orphan -- ulila u
other -- aduwan u
other side -- dipáning u
outrigger -- pakáway u
outside -- basáw u; tagésa’
outsider -- dayúhan u
overcome something -- i’lat v
own -- sarili u
own -- magkaro’on v

P p
pack -- búlto u
paddle -- sagwan u
padlock -- kandado u; padlak u
pain, disease -- sa’it u
painful --
palate -- ngalangalah u
palm of the hand -- pálad u
parent-in-law -- manólangan u
parents -- magúlanq u
part underbrush -- háwi u
pass -- dman u; dumman v
pass through -- dinmanan v
pass time -- menteged v
payment -- báyad u
peanut -- maní u
peel -- ulítan v
peelings of cooked tubers -- ulet u
pencil -- lápis u
penis -- títi u; útin u
perhaps -- =wadá adv
permanent -- pirími u
persevere -- mentiyága v
persevere -- mensíkap v
person -- álta 1 u; pagka’uldin acw; tá’o u
personal things --
peso -- piso u
peso by peso -- pisopiso adv
pestle -- aloh u
phantom -- dipá’ u
physician -- doktór u
piece -- piráso u
pig -- debúy u
pile --
pillar -- halígi u
pillow -- púngan u
pincers of crab -- sipit u
pineapple -- pínya u
pitiful -- kawáwa u
place -- lugár u; pwésto u
place something -- idtón v
plain -- kapatágan u
plan -- bálak u
plan -- plánó u
plant -- tubo u
plant -- haláman u; mentaném v; taném u
plant by scattering -- isábug v
plant louse -- apid u
plant something -- itaném v
planting -- pentaném acw
plate -- trey u
play -- mengálaw v
pleasant -- mesárap 1 st
plunge -- iledep v
poke -- tu’be u
policeman -- pulís u
pomelo -- lu♥bán u
poor -- addan u; mehidap st
portrait -- letráto u
possess -- menkaró'on v
possessions -- mamay'ari u
pot -- kaseróla u
pound -- lebé' u
pound rice -- menlebé' v
pour water on something -- ta'buwan v
poverty -- hidap u; hirap u
pray -- mensambá v
pregnant -- metóyud st
prepare -- mengayá' u
prepare something -- igayá v
prevalence -- iral u
previous -- deddiyán 2 u
price -- presyo u
principle -- prinsípyo u
problem -- probéma u
profit -- interés u; pa'ínabang acw;
   pa'ínabangan acw
progressively -- tulúy-tulúy adv
project -- proyékto u
promptness -- ágap u
prone -- mehilig st
property -- karo'onro'onan u
protection -- proteksyon u
provisions -- belón u
proximity -- bi'en u
pubic hair -- sabút u
pull -- menguyód v
pull something -- guyóden v
pumpkin -- alóbasa u
punishment -- kaparúsahan u; parúsa u
pure -- túnay u
pure -- panúy u
purpose -- láyunin u
pus -- èná u
push -- itúlag v; mentúlag v
put -- aponógi u
put a stopper into a hole -- se'se'an v
put something under -- ipadisalad v
Q q
quality --
quarrel -- babág u
question -- tanóng u
quick -- medálas st
quit -- eg'ángen 2 v
rabbit -- kuného u
raft -- balsah u
rain -- uddén u; um'uddén v
rain cloud -- sédêm u
rainbow -- bahaghári u
raise -- sikwát u
raise someone -- ibilay v
raise something -- ipávong v; itang'ál v
ramify -- mensangasangá v
rarely -- bihira adv; madalang adv
rather --
rattan -- latih u
rattan production -- penlatih acw
raw -- mátah st
reach -- dinát 1 v; edpenén v; madat v; umábut v
read -- menbása v
ready -- handá
reception -- salubong u
reconciliation -- pagkakásundo acw
recover -- men'isoli v
recover something -- isoli v
red -- meslét st
redeem -- tinúbus v
regret -- sísin u
reject -- le'udan v
relative -- adánayan u
relatives -- pet'adánayan u
rely on -- asáhan v
remain -- buwáy u
remember -- metanda'án v; tanda'an v; tu'nang u
remind -- ipá'ála'ala v
remove -- pa'eg'áng v
remove something -- eg'ángen 1 v;
   hubaden u; lokmaten v
rent -- upá u
rent something -- upáhan v
repeat -- =mennen adv; luway u
repeat -- luwáyén v
repeatedly raise something with a lever
   -- sikwatsikwaten v
reply -- ságoten v; tebágen v
request -- umagded v
request something -- gdeden v
rescue -- penágep u
respect -- galang u
respect someone -- igalang v
responsibility -- bahála u
rest -- menpahinga v
return -- soli u
return -- inomulí v
return somewhere -- sóliyan v
revolve -- lumipung v
rib -- taglang u
rice -- págí u
rice (cooked) -- anén u
rice (husked) -- begás u
rice mill -- konóhan u
rice paddy -- tobigan u
rice straw -- dayámih u
rice wine -- syoktóng u
rickshaw -- tráysikel u
ride -- sumáky v
right -- diwánan u; karápatan u
right away -- ka'ágad adv
ring -- singing u
ringworm -- galís u
river -- benéng u; wagét 2 u
river bank -- lagúg u
road -- haiwey u; karsada u
road, way -- delán u
roaring -- egúng u
rob someone -- aplusén v
roll a string around something -- pulúput u
roof -- atép u; nangá u
rooster -- sábung u
root -- ugdét u
root -- lamút u
rotten -- mebúyu 1 st
round -- mebilug st
rub -- páhidén v
rude -- bastós u
rule -- patakaran u
run -- ginan u; mengínan v
run out -- minámin v
run out of something -- aménen v
S s
saciated -- me'epsul v
sack -- sákó u
sack of 75 liters -- kabán u
sacred -- sagrádo u
sacrifice -- sakripísyo u
sad -- melongkut st
sadness -- longkut u
sail -- láyag u
salary -- swéido u
saliva -- lu'tab u
salt -- asín u
salty -- me'áláat st
same -- paréhas u; paréhos u
sand -- buwéd u
sandy place -- abuwedán u
sap of a tree -- dagté' u
save up -- mentípid v
saw -- lagárih u
say -- ma'uná' v; ngadnan u
scale a fish -- kaliskisan v
scale of a fish -- kaliskís u
scar -- pilat u
scatter -- wata'wata' u
school -- eskwélahan u; pa'aralan u
scold -- menmumuda v; mumuda u
scold someone -- biddán v
scolding -- penmumúda acw
scratch -- gusgus u
cream -- talóman u
sea -- baybáy u; dalát u
search -- aliyo' u
search -- men'aliyo v
search for and cut rattan -- menlatíh v
search something -- aliyo'én v
seashore -- dalampasígan u
second -- indúwa u
secondly -- pengadwá adv; pengalwá u
see -- itán v
seed for planting -- binhí u
seed of fruit -- butól u
seek -- mengálíyo' v
seemingly -- umán 2 adv
sell -- mentindá v
sell something -- itinda v
send on an errand -- utúsan v
separate -- sí'yán u
separate -- bu'út u
separate something from something -- kalásen v
sesame -- lingáh u
set something aside -- ibu'út v
seven -- pitú u
seventh -- inpító u
sew -- mèndálúp v
sexual intercourse -- jút u
shadow -- alénuh; aninuh u
shake -- pagpág u
shameful -- meka’amámes st
share -- menda’út v
share of a crop -- hunos u
share something -- idú’út v
share with someone -- da’útan u
sharp -- metádem st
sharpen something -- iyubul v
shave something off -- kayasen v
sheaf of rice -- pingey u
sheath for bolo -- alóban u
shell -- syel u
shiver -- mengingíng v
shoes -- sapátos u
shoot -- úding 2 u
shop -- tindáhan u
short -- apitti u; metebdé st
shorts -- kaputód u
should -- dápat v
shoulder -- balíkat u
shout -- ngúmo u
show something to someone -- ipa’intá v
shrimp -- udáng u
shrimp or fish paste -- bago’óng u
shy -- me’amámes st
siblings -- apat’ákan u; kapatíd u
siblings -- pet’ákan u
sick -- mesa’ít st
side -- parte u
side -- bandá u
sieve -- bithay u
signal -- ngadnan u; senías u
similar -- di’aw u; katulad u
similar to -- anig 1 u
simply -- básta adv
simultaneity -- sábay u
since -- da subordconn
sincere -- ta’ós u
sing -- menkántá v
sister-in-law -- hipag u
sit -- itnud u
situation -- situasyon u
six -- iném u
sixth -- in’inném u
skewer -- tudú u
skillful -- megalíng st
skin --
skinny -- minágóng st
skirt -- limuy u
sky -- langít u
slave -- batá’an u
sleep -- mapóled v; mè’èppulèd v; póled u
slice -- mengelgél v
slice something -- gelgelén v
slow -- bagal u; mehína 2 st
small -- ba’ík u
small cart -- kareta u
small table -- lamesita u
smell something -- áløben v
smoke -- pensigarílyo acw
smoke -- asó u; me’ásu’ v
smoke -- mensigarílo v
smooth -- mékislap st
snake -- ulág u
snare -- sió u
snore -- mèn’óluh v
so -- =bali 2; kayá subordconn
soaked -- melpét st
social position -- kalagayan u
soft -- melemnin st
sold by kaban -- kabankaban adv
sold by salob -- salobsalób adv
soldier -- menggeppét u; sundálo u
sole of foot -- talampákan u
somewhat -- medyo adv
song -- kantá u
son-in-law -- atólangan u
sound -- unih u
soup -- sabáw u
sour -- me’apsút st
source of income -- hanap-buhay u; ikabilay u; mehonusan u; pengálapan acw
sow -- hasik u; menhasik v
space under the house -- sidong u
span of 8 inches -- dangkal u
spaniard  --  kastila  u
sparrow  --  maya  u
spatial  --  lawad  u
speak  --  menpolung  v
speak a language  --  ipolung  v
speak  --  peltag  u; tulag  u
spear fish  --  menpeltag  v
spear something  --  peltagen  v
spear fishing  --  penpeltag  acw
species of fresh water fish  --  pilingan  u
species of tiny fish  --  baye'  u
speech  --  unoméni  u
spicy  --  mépahang  st
spider  --  gegambah  u
spill  --  mingtonlid  v
spine  --  gulugud  u
spirit of death person  --  kaluluah  u
spirit, ghost  --  anito  u
splash water on someone  --  sabdulan  v
spoon  --  kutsara  u
spouse  --  asawa  u
spouse  --  élan  2  u; sangá  2  u
spread  --  kalat  u; mekalat  st
spread out  --  menwatawatá  v
sprinkle  --  ibudbud  v
sprout  --  talbós  u; uté  u
square  --  kodrado  u
squat  --  menitnud  v
squeeze  --  pegessén  v
stab  --  utabán  v
stand up  --  payong  2  u; umihat  v
star  --  biton  u
start  --  mensapul  v; simula  u; simulan  v
steal  --  ta'aw  u
stem  --  paklan  u; tangkay  u
step  --  bine  u
stick  --  apet  u
sticker  --  tik  u
sticky rice  --  malagkit  u
still  --  =pa  adv; =sepla  adv
still  --  =sep  adv
stinging pain  --  ma'apdés  u
stinky  --  mebuyu  2  st
stomach  --  talegagot  u
stone  --  betuh  u
stony or rocky place  --  ebbetu'an  u
stony place  --  
storm  --  bagiyo  u
story  --  istórya  u; kasaysayan  u
stove  --  kalan  u
straight (hair)  --  unát  u
straight  --  metulog  st
stream  --  selung  u
streams  --  seleslung  u
stretch out  --  lumawa  v
strength  --  lakás  u
string  --  biskal  u; lubid  u
strong  --  meba'sid  st; me'eldén  st; melakas  st
study  --  dammanol  v
study  --  penaral  u
stuffing  --  palaman  1  u
stumble  --  dagmang  u; mendagmang  v; tisa'bab  u
stupidity  --  katangahan  u
sty in one's eye  --  buliting  u
suck  --  sepsep  u
suddenly  --  biglá  adv
suface  --  lumtaw  v
suffering  --  peghihirap  acw
sufficient  --  sapat  u
sugar  --  asukal  u
sugar cane plantation  --  óna  u
sugarcane  --  unás  u
summit  --  ta'pó  u
summon  --  pengo'  u
sun  --  sinág  1  u
Sunday  --  lingo  2  u
superiors  --  paghárin-uri  u
supersticious  --  me'anito  st
suprise  --  le'ned  u
suprised  --  me'lenéd  st
sure  --  sigurado  u
sure  --  talaga  2  u
surface  --  ibabaw  u
surprised  --  minálened  st
surrender  --  surrender  v
surroundings  --  libut  u
swallow  --  iyetlen  v
sweat  --  linget  u
sweep  --  menwalis  v
sweet  --  melanis  st
sweet potato  --  amóti  u; amuti a ayúh  u
swell  --  lumelteg  v
swidden -- óma u
swim -- lumangúng v
swim -- ledep u
system -- sistéma u

T t

table -- lamésa u
tail -- ipus 2 u
take care -- men’imáng v
take food somewhere -- menbelón v
take lunch -- menghalí v
take something across -- iyelwás v
taro -- ganit u
tarp -- lóna u
task -- pengágawi acw	
taste -- innam u; innaman v; lasá u;
me’e’innam v
tasteless -- melamsit st; métab’ang st
tasty -- melása st; mesárap 2 st
teach -- mentódu v
teach someone -- todúwan v
teach something -- itódu 1 v
tear -- pínat u
tear in eye -- luah u
television -- tibi u
tell -- ibbide v
tell someone -- bidden v; pólugen v
ten -- sampú u; sápulo u
tenth -- insáppulo u
termite -- anáy u
testicle -- bungu u
than -- késa coordconn; kesara
coordconn
thanks -- salámat u
that -- éna dem; ýay dem; l’ýay dem
the -- in 1 art; in 2 art
the morning after -- apá’asán u
the most -- pinaka-

there is -- teiwadde exist
there is -- hey exist
therefore --
they -- siddé pron

thick -- mekápal st; me’nèg st
thickness -- kápal u
thigh -- pu’él u
thin -- menépis st

thing -- bágay 2 u; ngaddén 3 pro-form
think -- isipen v

thinness -- gong u
thirsty -- me’úhaw st
thirty -- trenta u
this -- en dem; siná dem; t’en dem; t’é dem; t’iñá dem
this -- ni’niná dem
this morning -- kanání a papa’ás adv
Thistle of the mountains -- ádat u
thorn -- set u
thought -- isip u
thousand -- libu u
threshing -- pen’ágih acw
throat -- etlenán u
through the means of -- pamamagí tan u
throw -- tèg’udèn v
throw away -- ibút v
throw something -- ite’ág v
thumb -- hindada’ál u; kamún de’él u
thunder -- idúl u
thus --
tickle -- gitè’én v
tie -- gepettán v; pinúngus v
tie in a bundle -- bigkisen v
tie something -- ikkabit v
tie somewhere -- kabítan v
tight -- mehipípit st
time -- panáhon u; tegéd u
time -- béses u
tin -- láta u
tired -- mepágal st
today -- dyáyay 2 adv
toe -- gurámut ni ti’éd-i u
toilet -- kubéta u
tomato -- kamátis u
tomorrow -- ududmá adv	on -- tons u
tongue -- diláh u
tool -- gámit u
tool for cutting -- pentabás acw
tool for digging -- peng’útút acw
tool for hunting -- penghúli acw
tool for weeding -- pengamás acw;
pengháwi acw
tooth -- ngipén u
topic -- tópik u
torch -- sulu u
towel -- twályu u
town -- bánuwan 2 u
trade -- isá’lat v
trade something -- ipalít v
trade with someone -- palitan v
traditional medicine -- pa’dáng u
transfer -- lipat u
transfer something -- ilipat v
trawl -- malakáya 1 u
tree -- ayúh 1 u; pon 1 u
tree trunk -- pon 2 u
tremble --
trembling -- ngingin u
tribe -- tribu u
trip -- biyáhe u
trouser -- pantalón u
true --
truth -- talód u
try -- subuk u
t-shirt -- bádo u
tuberculosis -- tibi u
tumor -- bukulú; busádih u
turn -- ikod; lumékoh v; toka u
turn around something -- lipóngen v
turtle -- bao'o'úl u
twelfth -- inlabindúwa u
twin -- kambál u
twist -- menlólo v; pilipit u
two -- duwa u
ugly -- medú'es st
umbrella -- páyong 1 u
uncle -- dilá’i u
under -- disálad 2 u
underbrush -- edét 2 u
unhappy -- medlá v
unit --
unload -- diskárga u
unmarried girl -- madi’it u
unripe (coconut) -- múra 2 u
until -- hangán 2 prep
upper stalk -- úbud u
uproot -- baklás u
upstream -- dingáto u
urinate -- isbú u; umisbú v
usage as medicine -- kagamotan u
use -- isdép 1 v; tapde u
use something -- gamítan v
used --
usually -- kalimitan adv

vagina -- kíki u; ubét u
vegetable -- gúlay u
vein -- litíd u
very -- itég u
very fat -- me’etabdé st
very little -- baba’ik u
very old --
very soon -- menánaníh adv
vetsin -- bitsín u
viand -- úlam u
village -- báryo u
violet -- báyolet u
visit -- dumáyo v
visitor -- bisíta u
voice -- bósís u
vomit -- útah u
waist -- sèpang u
wait -- mentanod v
wait for something or someone -- tanódan v
wake up -- lumemyá v
walk -- menlá’ad v
walk -- lä’ad u
walk a certain time or distance --
la’áden v
wall -- dingding u
wandering around -- palipat-lipat u
want -- budí v
war -- gerra u
ward --
warm by fire -- mendengdéng v
wax -- taling u
wash -- mengólás v
wash clothes -- labá u; menlabá v
wash face -- menhilámos v
wash something -- ulásan v
washed clothes -- labáda u
washing machine -- wasingmasín u
watch -- relóh u
water -- wagét 1 u
water container -- tubung u
water jar -- bengáh u
water plants -- dilig u
waterfall -- tagpó u
watering of the plants -- pendiligen acw
wave -- alun u
way -- penlaádam acw
way -- elsíl gen
weak -- mehina 1 st
wealth, treasure -- kayamanan u
wear -- menbádo v
wear G-string -- menbál v
wear panties or string -- menpánti v
wear the G-string 'bal' -- me'ebál v
wear the katsa clothing -- me'ekatsá v
weave -- menladdé v
wedding -- kasal u
wedge -- pan'ukbé' u
weed -- mengamás v
weed a land -- gamasan v
week -- lingo 1 u
weight -- dalmèt u
welcome someone -- tangapen v
west -- albógan u
what -- ahéno int
whatever -- aseséno pro-form; kung ahéno u
what-you-may-call-it -- uwáh u
when -- bágal 1 subordconn
when -- kung 4 subordconn; nu'ánu 1 int;
pag 2 subordconn; ten 2 adv
where -- adino int
wherever -- adidíno adv
whether -- kung 2 subordconn
while -- hábang subordconn
whim -- sumpung u
white -- mepóti st; poti u
whiten -- pumóti v
who -- ti ahéno int
whole -- púro adv
why -- anompan int; anón int; má'in int
wide -- melápad st
widow -- béluh u
width -- lapad u

wife -- be'és 2 u
wild boar -- lamán u
wild cat -- alé'en u
wild cucumber -- ampaláyá u
wild pig -- bungótung u
wild sugarcane -- ti'él u
wildchicken -- manú' 2 u
wind -- pagód u
wine -- álak u
wing -- payá u
winnow -- mèntáp v
winnowing basket -- bila'uh u
wipe -- pahidán v
with -- tidde'
woman -- kadebdí u
wood -- apóy 2 u; ayúh 2 u
word -- salétah u
word related with a ritual -- basí'lang u
work -- mentarábaho v; tarabáho u
worm -- ujëd u
wound -- metalengowan v; taléngo u;
táma 2 u
wound on hands -- ababáyo u
wrap -- pusútan v
wrestle -- menbones v
wrestle -- bónes u
wrinkled -- kinumbèt u
write -- menbate' v

Y y
yawn -- umkab v
yesterday -- tempuláb adv
you -- =a pron; si'áw pron
you guys -- =amyú pron; si'ám pron
youn man -- ulétaw u
young -- bebba'ík u
younger sibling --
youngest child -- bunsó u
your -- =m pron; =mo pron
yours -- =miyú pron; di'áw pron

Z z
zeal, dilligence -- sikap u
10. Conclusions

10.1 Summary

The first chapter of the dissertation provides a description of the sociolinguistic background of Northern Alta and subsequently presents the methods used to collect data in the field, including recording methods, elicitation techniques, and type and level of annotations added to each recording. The structure and outputs of the documentary collection, including the metadata structure and organization of the data using the ELAN software, are then described. Finally, the way in which the data is presented in this dissertation is discussed at the end of the first chapter.

Chapter 2 deals with the phonology of the language and discusses the orthography used in the corpus of annotated recordings.

Chapter 3 examines morphology, with a focus on the morpho-phonological alternations occurring frequently in the language, which include assimilation, gemination, consonant deletion, epenthesis, nasal substitution, aphaeresis, stress change, syncope, vowel lengthening and vowel lowering. The chapter ends with a preliminary analysis of reduplication patterns.

Chapter 4 discusses the types of phrases attested in Northern Alta, describing their possible constituent structure and syntactic functions. The second part of the chapter provides an overview of the possible clause types, which are defined in terms of the type of predicates they have. Three main clause types are defined: clauses with voice-marked predicate, clauses with voice-unmarked predicate and clauses with an Existential as predicate.

Chapter 5 presents a classification of the parts of speech. The first part of the chapter deals with proforms, which include Personal Pronouns, Demonstratives and Interrogative Pronouns. The second part of the chapter introduces the different classes of function words. The third part of the chapter discusses the problems related to the classification of Northern Alta content words, and defines two major classes on the basis of morphological criteria, V-words and U-words. Other classes of content words include Adverbs, Existentials and another group of content words that we refer to as content words derived by affixes.
Chapter 6 presents an analysis of case relations, conducted on the basis of the syntactic functions and semantic roles of the different case-marked constituents, such as Determiner Phrases, Pronouns and Demonstratives. The results of the analysis distinguish four different cases: Absolutive, Genitive, Oblique and Locative.

Chapter 7 deals with the classification of V-words, distributed in four main classes, non-derived words, Potentive words, Stative words and Causative. Since V-words are defined in terms of their voice and aspectual morphology, we discuss voice affixation and aspectual inflection for each subclass, and illustrate them with glossed examples.

Chapter 8 provides interlinear morpheme glossing for a twenty-five minute monologue that was recorded with native speaker Ginalyn Garcia. The monologue was recorded in a place called Minero, an area where the Alta used to dwell in the past but decided to abandon when they settled in the barangays. The text is interesting from a linguistic perspective as it contains a high number of Demonstratives, including phrases where the Demonstrative appears in the article slot of a DP. The video provides an additional value to the text given that many of these Demonstratives are accompanied by gestures, i.e. pointing to a certain location in order to tell a story. The text is also valuable from a historical perspective as it offers a number of stories from the time the Alta were living there.

Finally, Chapter 9 provides a glossary of the language which was compiled by extracting the lexical data of the database that was created using the SIL software Fieldworks Language Explorer. The chapters begins with an introduction to the glossary, in which the sources of words, the content of an entry, as well as other related problems are discussed. The second part of the chapter contains the Northern Alta-English glossary and the third part of the chapter provides an English-Northern Alta reversal index.

### 10.2 Future research

This five year project had two main goals: the documentation and the description of the Northern Alta language. This chapter addresses a number of limitations identified throughout the dissertation and suggests key areas for further research.

Several aspects of the grammar represent parts of the limitations of the present study and also constitute opportunities for future research.
We could not for instance provide at this stage any explanations for the alternation between [s] and [h] when describing the phonology of the language. The fact that the alternation only occurs in words belonging to closed classes makes it particularly interesting. Besides, as mentioned in Chapter 3, there was not enough time to conduct a thorough analysis of clitics and only a table of the main reduplication patterns was provided. Both clitics and reduplication would be interesting topics for future research.

Another opportunity for future research is to extend the understanding of Demonstratives. As shown in Chapter 5, the system is rather complex, and the semantic differences between the members of one subset, which were interpreted as a distinction for distance, are not at this stage fully understood. With the video recordings we have produced, a corpus-based study of Demonstratives in relation to gestures would be possible in the future.

Other parts of speech requiring further investigation include the Specificity Marker, in particular its scope and semantics. In addition, a number of Enclitic Adverbs require further semantic analysis, these include the Adverb =d, and also the following three adverbs =na, =nen and =Ce, all of which are translated as ‘already’ in this grammar and lexical database, in spite of the fact that the differences in the usage and meaning are not understood. A corpus-based analysis of their meaning and distribution would require time and might need to be complemented with some elicitation sessions with a native speaker.

Other issues that we described as requiring further research include the Locative Article ta and its [ta] variant in Chapter 6. The aspect system in Chapter 7 also needs additional research, including the formation of progressive aspect in certain V-words, for example meng- words, and also in potentives, statives and causatives. Finally, subjecthood and syntactic processes which have not been discussed in this dissertation also constitute important areas for future research on the Northern Alta language.

Fortunately, the present work includes the collection of data for the grammatical description the language, as well as a compilation of a language documentation corpus and a documentary collection; a tool which will allow further investigation not only on the grammar, but also from typological or anthropological perspectives.
11. References


Fox, R. B. (1956). *Ditayilin Alta word list. Unpublished manuscript*.


Questionnaire1.pdf

Republic Act No. 10533. (2012). Retrieved from
http://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/
Appendix A: list of all abbreviations in this dissertation

Table A.1 Full list of abbreviations in this dissertation

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>Followed by a number, the section sign refers to a chapter, a section or a subsection in this dissertation.</td>
</tr>
<tr>
<td>ABS</td>
<td>Absolutive case</td>
</tr>
<tr>
<td>Acw</td>
<td>affixed content word</td>
</tr>
<tr>
<td>ADV / adv</td>
<td>Adverb</td>
</tr>
<tr>
<td>AdvP</td>
<td>Adverb Phrase</td>
</tr>
<tr>
<td>ART / art</td>
<td>Article</td>
</tr>
<tr>
<td>AV</td>
<td>Actor voice</td>
</tr>
<tr>
<td>AyP</td>
<td>ay Phrase</td>
</tr>
<tr>
<td>C</td>
<td>consonant</td>
</tr>
<tr>
<td>CAU</td>
<td>Causative</td>
</tr>
<tr>
<td>CNTR</td>
<td>contrast</td>
</tr>
<tr>
<td>coordconn</td>
<td>Coordinate Conjunction</td>
</tr>
<tr>
<td>CV</td>
<td>Conveyance voice</td>
</tr>
<tr>
<td>CWA</td>
<td>content word affix</td>
</tr>
<tr>
<td>D</td>
<td>deictic</td>
</tr>
<tr>
<td>DEM / dem</td>
<td>Demonstrative</td>
</tr>
<tr>
<td>DemP</td>
<td>Demonstrative Phrase</td>
</tr>
<tr>
<td>der. of</td>
<td>derivative of</td>
</tr>
<tr>
<td>discconn</td>
<td>discourse connective</td>
</tr>
<tr>
<td>DIST</td>
<td>distal (Demonstrative)</td>
</tr>
<tr>
<td>DP</td>
<td>Determiner Phrase</td>
</tr>
<tr>
<td>DYAD</td>
<td>kinship term expressing a dyadic relation</td>
</tr>
<tr>
<td>ELAN</td>
<td>Eudico Linguistic Annotator</td>
</tr>
<tr>
<td>ELAR</td>
<td>Endangered Languages Archive</td>
</tr>
<tr>
<td>ELDP</td>
<td>Endangered Languages Programme</td>
</tr>
<tr>
<td>EMPH</td>
<td>emphatic</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>ERG</td>
<td>ergative</td>
</tr>
<tr>
<td>exist</td>
<td>Existential</td>
</tr>
<tr>
<td>FDIST</td>
<td>far distal</td>
</tr>
<tr>
<td>fr. var of</td>
<td>free variant of</td>
</tr>
<tr>
<td>GEN</td>
<td>Genitive case</td>
</tr>
<tr>
<td>GER</td>
<td>gerund</td>
</tr>
<tr>
<td>ifx</td>
<td>infix</td>
</tr>
<tr>
<td>[ilk]</td>
<td>Ilokano borrowing</td>
</tr>
<tr>
<td>INDEF</td>
<td>indefinite</td>
</tr>
<tr>
<td>INST</td>
<td>instrumental</td>
</tr>
<tr>
<td>int</td>
<td>Interrogative Pronoun</td>
</tr>
<tr>
<td>INTJ / intj</td>
<td>Interjection</td>
</tr>
<tr>
<td>[jen]</td>
<td>word collected by trainee Jennifer Marques</td>
</tr>
<tr>
<td>[lar]</td>
<td>word extracted from Reid (1991b)</td>
</tr>
<tr>
<td>KWF</td>
<td>Komisyon Sa Wikang Filipino (KWF)</td>
</tr>
<tr>
<td>LC</td>
<td>locative content word</td>
</tr>
<tr>
<td>LK / lk</td>
<td>Linker, ligature</td>
</tr>
<tr>
<td>LIT</td>
<td>literal translation</td>
</tr>
<tr>
<td>LOC</td>
<td>Locative case</td>
</tr>
<tr>
<td>LP</td>
<td>Linker Phrase</td>
</tr>
<tr>
<td>LPROX</td>
<td>less proximal</td>
</tr>
<tr>
<td>LV</td>
<td>Locative voice</td>
</tr>
<tr>
<td>MED</td>
<td>medial</td>
</tr>
<tr>
<td>MP</td>
<td>minimal pair</td>
</tr>
<tr>
<td>n</td>
<td>noun (morphologically defined) /U-word</td>
</tr>
<tr>
<td>NCIP</td>
<td>National Commission on Indigenous Peoples</td>
</tr>
<tr>
<td>NEG / neg</td>
<td>Negator</td>
</tr>
<tr>
<td>NSP</td>
<td>non-specific</td>
</tr>
<tr>
<td>OBL</td>
<td>oblique case</td>
</tr>
<tr>
<td>PAN</td>
<td>Proto-Austronesian</td>
</tr>
<tr>
<td>PL / pl</td>
<td>plural</td>
</tr>
<tr>
<td>PL / pl.m</td>
<td>Plural Marker</td>
</tr>
<tr>
<td>pfx</td>
<td>prefix</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>PM / pm</td>
<td>Predicate Marker</td>
</tr>
<tr>
<td>PMP</td>
<td>Proto-Malayo-Polynesian</td>
</tr>
<tr>
<td>POT</td>
<td>Potentive</td>
</tr>
<tr>
<td>PP</td>
<td>Pronoun Phrase</td>
</tr>
<tr>
<td>PPh</td>
<td>Proto-Philippines</td>
</tr>
<tr>
<td>prep</td>
<td>Preposition</td>
</tr>
<tr>
<td>regex</td>
<td>regular expression</td>
</tr>
<tr>
<td>PRF</td>
<td>perfective</td>
</tr>
<tr>
<td>PRG</td>
<td>progressive</td>
</tr>
<tr>
<td>pron</td>
<td>Personal Pronoun</td>
</tr>
<tr>
<td>PROX</td>
<td>proximal</td>
</tr>
<tr>
<td>PrP</td>
<td>Prepositional Phrase</td>
</tr>
<tr>
<td>PV</td>
<td>Patient voice</td>
</tr>
<tr>
<td>PWMP</td>
<td>Proto-Western-Malayo-Polynesian</td>
</tr>
<tr>
<td>Q</td>
<td>question particle</td>
</tr>
<tr>
<td>QUOT</td>
<td>quotative</td>
</tr>
<tr>
<td>RDP</td>
<td>reduplication</td>
</tr>
<tr>
<td>REC</td>
<td>reciprocal</td>
</tr>
<tr>
<td>REF</td>
<td>referential</td>
</tr>
<tr>
<td>say. of</td>
<td>saying of</td>
</tr>
<tr>
<td>SML</td>
<td>similitative</td>
</tr>
<tr>
<td>sfx</td>
<td>suffix</td>
</tr>
<tr>
<td>[sp]</td>
<td>Spanish borrowing</td>
</tr>
<tr>
<td>SPEC</td>
<td>Specificity Marker</td>
</tr>
<tr>
<td>ST</td>
<td>Stative</td>
</tr>
<tr>
<td>subordconn</td>
<td>Subordinate Conjunction</td>
</tr>
<tr>
<td>[tag]</td>
<td>Tagalog borrowing</td>
</tr>
<tr>
<td>U</td>
<td>U-class of content words</td>
</tr>
<tr>
<td>UP</td>
<td>Unmarked Phrase</td>
</tr>
<tr>
<td>V / v</td>
<td>V-class of content words</td>
</tr>
<tr>
<td>[v]</td>
<td>word extracted from Vanorverbergh (1937)</td>
</tr>
<tr>
<td>VP</td>
<td>Voice-marked Phrase</td>
</tr>
<tr>
<td>VOC</td>
<td>vocative</td>
</tr>
</tbody>
</table>
Appendix B: glossing of word classes

This section explains the system we have used to gloss the examples in this dissertation. The first subsections present the word classes which have more complex glossing because the gloss has several components. The last section presents the word classes for which the gloss carries a single element.

Personal Pronouns

The glossing of Personal Pronouns includes two parts which are separated by a period. The first part of the gloss specifies the person and number of the Pronoun. The second part of the gloss includes the case. Unmarked Pronouns do not carry any indication for case. Table B.1 provides all the abbreviations appearing in glosses of Personal Pronouns.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s</td>
<td>1st person singular Pronoun</td>
</tr>
<tr>
<td>2s</td>
<td>2nd person singular pronoun</td>
</tr>
<tr>
<td>3s</td>
<td>3rd person singular Pronoun</td>
</tr>
<tr>
<td>1p</td>
<td>1st person plural Pronoun</td>
</tr>
<tr>
<td>1pi</td>
<td>1st person plural inclusive Pronoun</td>
</tr>
<tr>
<td>1pe</td>
<td>1st person plural exclusive Pronoun</td>
</tr>
<tr>
<td>2p</td>
<td>2nd person plural Pronoun</td>
</tr>
<tr>
<td>3p</td>
<td>3rd person plural Pronoun</td>
</tr>
<tr>
<td>ABS</td>
<td>Absolutive case</td>
</tr>
<tr>
<td>GEN</td>
<td>Genitive case</td>
</tr>
<tr>
<td>LOC</td>
<td>Locative case</td>
</tr>
</tbody>
</table>

Demonstratives

The glosses of Demonstratives includes three main parts and main include a fourth one. The first part of the gloss consists of the degree of distance (PROX, LPROX…), the second part
is the word class (DEM), and the third part shows the case (ABS, GEN…). When one of the sets distinguishes number, the gloss PL is added. Table B.2 shows the abbreviations appearing in glosses of Demonstratives.

### Table B.2 Abbreviations in glosses of Demonstratives

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEM</td>
<td>Demonstrative</td>
</tr>
<tr>
<td>PROX</td>
<td>proximal</td>
</tr>
<tr>
<td>LPROX</td>
<td>less proximal</td>
</tr>
<tr>
<td>MED</td>
<td>medial</td>
</tr>
<tr>
<td>DIST</td>
<td>distal</td>
</tr>
<tr>
<td>FDIST</td>
<td>far distal</td>
</tr>
<tr>
<td>ABS</td>
<td>Absolutive</td>
</tr>
<tr>
<td>GEN</td>
<td>Genitive</td>
</tr>
<tr>
<td>LOC</td>
<td>Locative</td>
</tr>
<tr>
<td>SML</td>
<td>similative</td>
</tr>
<tr>
<td>PL</td>
<td>plural</td>
</tr>
</tbody>
</table>

### Articles

The glossing of Articles is composed of one main part, which is the case marked by the Article. Some Articles may also carry additional elements which indicate that it is a plural Article or that it is deictic. In this case, the additional emeement precedes the case. Table B.3 provides the abbreviations appearing in the glosses of Articles.

### Table B.3 Abbreviations in the glosses of Articles

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL</td>
<td>plural</td>
</tr>
<tr>
<td>D</td>
<td>deictic</td>
</tr>
<tr>
<td>ABS</td>
<td>Absolutive</td>
</tr>
<tr>
<td>GEN</td>
<td>Genitive</td>
</tr>
<tr>
<td>OBL</td>
<td>oblique</td>
</tr>
<tr>
<td>LOC</td>
<td>Locative</td>
</tr>
</tbody>
</table>
**V-words**

The glossing of V-words is as follows, the root of the word is glossed with an English rough equivalent. In addition, the gloss also carries an indication of the type of voice, and it may also carry an indication of the aspect. In case the word is Potentive or Stative it carries the glosses POT and ST respectively. Finally, if the V-word carries a Causative affix, the gloss also indicates it with the gloss CAU. Table B.4 includes all the abbreviations appearing in the glosses of V-words.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>AV</td>
<td>Actor voice</td>
</tr>
<tr>
<td>PV</td>
<td>Patient voice</td>
</tr>
<tr>
<td>LV</td>
<td>Locative voice</td>
</tr>
<tr>
<td>CV</td>
<td>Conveyance voice</td>
</tr>
<tr>
<td>PRF</td>
<td>perfective aspect</td>
</tr>
<tr>
<td>PRG</td>
<td>progressive aspect</td>
</tr>
<tr>
<td>RDP</td>
<td>reduplication</td>
</tr>
<tr>
<td>POT</td>
<td>Potentive word</td>
</tr>
<tr>
<td>ST</td>
<td>Stative word</td>
</tr>
<tr>
<td>CAU</td>
<td>Causative word</td>
</tr>
</tbody>
</table>

**Affixed content words**

Affixed content words carry the abbreviation of the affix that marks them. In addition, the root of the word is glossed a single-word English translation. Table B.5 below provides the abbreviations appearing in the glosses of affixed content words.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWA</td>
<td>content word affix</td>
</tr>
</tbody>
</table>
Glossing of other word classes

As for the rest of word classes, some of them were glossed with a single-word English translation, while others were glossed with the abbreviation of their word class. Table B.6 shows which classes are glossed with an English translation and which ones are glossed with an abbreviation.

<table>
<thead>
<tr>
<th>Word class</th>
<th>Glossing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverb</td>
<td>single-word English translation</td>
</tr>
<tr>
<td>Coordinate Conjunction</td>
<td></td>
</tr>
<tr>
<td>Existential</td>
<td></td>
</tr>
<tr>
<td>Interrogative Pronoun</td>
<td></td>
</tr>
<tr>
<td>Irregular content word</td>
<td></td>
</tr>
<tr>
<td>Subordinate Conjunction</td>
<td></td>
</tr>
<tr>
<td>U-word</td>
<td></td>
</tr>
<tr>
<td>Interjection</td>
<td>INTJ</td>
</tr>
<tr>
<td>Linker</td>
<td>LK</td>
</tr>
<tr>
<td>Negator</td>
<td>NEG</td>
</tr>
<tr>
<td>Plural Marker</td>
<td>PL</td>
</tr>
<tr>
<td>Predicate Marker</td>
<td>PM</td>
</tr>
<tr>
<td>Preposition</td>
<td>PREP</td>
</tr>
<tr>
<td>Specificity Marker</td>
<td>SPEC</td>
</tr>
</tbody>
</table>
## Appendix C: list of recordings of the language

### Table C.1 Table of recordings of the language

<table>
<thead>
<tr>
<th>Session Number</th>
<th>Title</th>
<th>Language Consultant</th>
<th>Length (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>basic word order, person Pronouns, Interrogatives, volitive <strong>budi</strong></td>
<td>Renita Santos</td>
<td>44</td>
</tr>
<tr>
<td>2</td>
<td>vocabulary (clothes and colors), Interrogatives (2), [adj – noun] structures, asking and expressing time, improvised conversation</td>
<td>Renita Santos</td>
<td>69</td>
</tr>
<tr>
<td>3</td>
<td>[adj - noun] structures (2), [num – adj – noun] structures, Existentials <strong>maiwadde</strong> and <strong>awon</strong>, vocabulary of furniture, locating objects in the house, the verb <strong>mannol</strong> (to be able, to know)</td>
<td>Renita Santos</td>
<td>91</td>
</tr>
<tr>
<td>4</td>
<td>communitacting acceptability judgments, person Pronoun allomorphy, verb mannol (2), body parts</td>
<td>Renita Santos</td>
<td>57</td>
</tr>
<tr>
<td>5</td>
<td>body parts (2), numerals, properties of verbs, =i enclitic,</td>
<td>Renita Santos</td>
<td>96</td>
</tr>
<tr>
<td>6</td>
<td>Interrogative sentences, Interrogative Pronouns: <strong>aheno</strong>, <strong>adino</strong>, <strong>nuano</strong>, <strong>saano</strong>, <strong>ma’in</strong></td>
<td>Renita Santos</td>
<td>78</td>
</tr>
<tr>
<td>7</td>
<td>open content questions, ligatures</td>
<td>Renita Santos</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>Interjections, expressing disagreement, some colors, vocabulary of food</td>
<td>Renita Santos</td>
<td>43</td>
</tr>
<tr>
<td>9</td>
<td>comparative and superlative sentences</td>
<td>Renita Santos</td>
<td>35</td>
</tr>
<tr>
<td>10</td>
<td>vocabulary Pronunciation</td>
<td>Renita Santos</td>
<td>53</td>
</tr>
<tr>
<td>11</td>
<td>verb inflection and derivation: ated (‘to give’) iyated, atdan, inatdan</td>
<td>Renita Santos</td>
<td>108</td>
</tr>
<tr>
<td>12</td>
<td>transcription session of Erlinda Ganarrial</td>
<td>Renita Santos</td>
<td>51</td>
</tr>
<tr>
<td>13</td>
<td>Elicitation session (first elicitation session) numerals, num – noun structures, basic sentences, Interrogative sentences</td>
<td>Pelicito Marquez</td>
<td>108</td>
</tr>
<tr>
<td>14</td>
<td>The name of Diteki</td>
<td>Perlita, Violeta</td>
<td>4'09</td>
</tr>
<tr>
<td>15</td>
<td>The plane story</td>
<td>Prodencio Galvan</td>
<td>2'15</td>
</tr>
<tr>
<td>16</td>
<td>The typhoon story</td>
<td>Carmelita Balansio</td>
<td>1'49</td>
</tr>
<tr>
<td>17</td>
<td>How I proposed to my wife</td>
<td>Pelicito Marquez</td>
<td>1'05</td>
</tr>
<tr>
<td>18</td>
<td>Why the Alta population is decreasing</td>
<td>Prodencio Galvan</td>
<td>1'30</td>
</tr>
<tr>
<td>19</td>
<td>A day in my life</td>
<td>Prodencio Galvan</td>
<td>1'08</td>
</tr>
<tr>
<td>20</td>
<td>I am grateful to this project</td>
<td>Renita Santos</td>
<td>1'08</td>
</tr>
<tr>
<td>21</td>
<td>Alex, you should give up smoking!</td>
<td>Erlinda Ganarrial</td>
<td>2'02</td>
</tr>
<tr>
<td>22</td>
<td>wordlist 1</td>
<td>Prodencio Galvan</td>
<td>18'36</td>
</tr>
<tr>
<td>23</td>
<td>wordlist 2</td>
<td>Prodencio Galvan</td>
<td>12'42</td>
</tr>
<tr>
<td>23</td>
<td>wordlist 1</td>
<td>Erlinda Ganarrial</td>
<td>11'12</td>
</tr>
<tr>
<td>24</td>
<td>wordlist 2</td>
<td>Erlinda Ganarrial</td>
<td>8'02</td>
</tr>
<tr>
<td>24</td>
<td>wordlist 1</td>
<td>Renita Santos</td>
<td>9'36</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>Speaker</td>
<td>Duration</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------</td>
<td>---------------</td>
<td>----------</td>
</tr>
<tr>
<td>24</td>
<td>wordlist 2</td>
<td>Renita Santos</td>
<td>7'29</td>
</tr>
<tr>
<td>25</td>
<td>wordlist 1</td>
<td>Carmelita Balansio</td>
<td>12'05</td>
</tr>
<tr>
<td>26</td>
<td>wordlist: expressions of time</td>
<td>Renita Santos</td>
<td>9'30</td>
</tr>
<tr>
<td>27</td>
<td>names of plants</td>
<td>Renita Santos</td>
<td>1'55</td>
</tr>
<tr>
<td>28</td>
<td>clothes and colors</td>
<td>Renita Santos</td>
<td>2'13</td>
</tr>
<tr>
<td>29</td>
<td>furniture of the house</td>
<td>Renita Santos</td>
<td>1'29</td>
</tr>
<tr>
<td>30</td>
<td>bodyparts</td>
<td>Renita Santos</td>
<td>2'54</td>
</tr>
<tr>
<td>31</td>
<td>expressions of time, Interjections</td>
<td>Renita Santos</td>
<td>2'54</td>
</tr>
<tr>
<td>32</td>
<td>consonants</td>
<td>Renita Santos</td>
<td>2'08</td>
</tr>
<tr>
<td>33</td>
<td>adjectives</td>
<td>Renita Santos</td>
<td>5'32</td>
</tr>
<tr>
<td>34</td>
<td>syllable final consonants</td>
<td>Renita Santos</td>
<td>2'51</td>
</tr>
<tr>
<td>35</td>
<td>Interjections</td>
<td>Renita Santos</td>
<td>2'43</td>
</tr>
<tr>
<td>36</td>
<td>minimal pairs</td>
<td>Renita Santos</td>
<td>1'23</td>
</tr>
<tr>
<td>37</td>
<td>numerals</td>
<td>Renita Santos</td>
<td>5'20</td>
</tr>
<tr>
<td>38</td>
<td>Lin! Wash the dishes and clean the house!</td>
<td>Erlinda Ganarrial</td>
<td>2'28</td>
</tr>
<tr>
<td>39</td>
<td>The story of my family</td>
<td>Renita Santos</td>
<td>3'31</td>
</tr>
<tr>
<td>40</td>
<td>Planting rice</td>
<td>Rogelio Ganarrial</td>
<td>2'28</td>
</tr>
<tr>
<td>41</td>
<td>How I learned to speak Alta</td>
<td>Mila Lazam</td>
<td>0'59</td>
</tr>
<tr>
<td>42</td>
<td>a typical day in Dianed</td>
<td>Mila Lazam</td>
<td>1'08</td>
</tr>
<tr>
<td>43</td>
<td>Alex, please stay a bit more in Decoliat</td>
<td>Erlinda Ganarrial</td>
<td>1'17</td>
</tr>
<tr>
<td>44</td>
<td>Introducing Carmelita Balansio</td>
<td>Carmelita Balansio</td>
<td>3'09</td>
</tr>
<tr>
<td>45</td>
<td>A Northern Alta song</td>
<td>5 speakers</td>
<td>0'50</td>
</tr>
<tr>
<td>45</td>
<td>A Northern Alta song</td>
<td>4 speakers</td>
<td>0'59</td>
</tr>
<tr>
<td>46</td>
<td>When I was hunting for the soldiers</td>
<td>Elena, Violeta</td>
<td>4'55</td>
</tr>
<tr>
<td>47</td>
<td>One day in Dianed</td>
<td>Pelicito Marquez</td>
<td>1'06</td>
</tr>
<tr>
<td>48</td>
<td>A children song</td>
<td>Erlinda Ganarrial</td>
<td>0'50</td>
</tr>
<tr>
<td>49</td>
<td>Speaking Alta in the community</td>
<td>Balong</td>
<td>4'53</td>
</tr>
<tr>
<td>50</td>
<td>Hunting story: when my wife was bitten by a snake</td>
<td>Balong</td>
<td>0'56</td>
</tr>
<tr>
<td>51</td>
<td>Collecting and selling orchids</td>
<td>Balong</td>
<td>0'44</td>
</tr>
<tr>
<td>52</td>
<td>About Jimena and Ma'eg'eg</td>
<td>Elena, Violeta</td>
<td>9'22</td>
</tr>
<tr>
<td>53</td>
<td>A love story: Don Pepe</td>
<td>Elena, Violeta</td>
<td>5'26</td>
</tr>
<tr>
<td>54</td>
<td>Hunting and offerings to the Anito spirits</td>
<td>Di'et Lazam</td>
<td>4'08</td>
</tr>
<tr>
<td>55</td>
<td>How to make charcoal</td>
<td>Prodencio Galvan</td>
<td>1'56</td>
</tr>
<tr>
<td>56</td>
<td>If all the Alta lived in the same community…</td>
<td>Prodencio Galvan</td>
<td>1'53</td>
</tr>
<tr>
<td>57</td>
<td>Welcome to Diteki</td>
<td>Perlita, Violeta</td>
<td>2'23</td>
</tr>
<tr>
<td>58</td>
<td>I am thankful that you came to Decoliat</td>
<td>Erlinda Ganarrial</td>
<td>4'17</td>
</tr>
<tr>
<td>59</td>
<td>Interviewing Emelita, a young Alta speaker</td>
<td>Emelita Wangit, Erlinda</td>
<td>5'25</td>
</tr>
<tr>
<td>60</td>
<td>A recoding session with Rose Domingo</td>
<td>Rose Domingo</td>
<td>12'30</td>
</tr>
<tr>
<td>61</td>
<td>Violeta describes the kinship system</td>
<td>Violeta Fernandez</td>
<td>10'00</td>
</tr>
<tr>
<td>No.</td>
<td>Title</td>
<td>Interviewer(s)</td>
<td>Duration</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>63</td>
<td>Hunting with dogs, by Elena Maximino</td>
<td>Elena, Violeta</td>
<td>9'49</td>
</tr>
<tr>
<td>65</td>
<td>Our life is better now</td>
<td>Pelicito Marquez</td>
<td>0'48</td>
</tr>
<tr>
<td>66</td>
<td>A conversation at night</td>
<td>Mila, Pelito, Violeta</td>
<td>14'25</td>
</tr>
<tr>
<td>67</td>
<td>It is more convenient to record here in Decoliat</td>
<td>Prodencio Galvan</td>
<td>0'42</td>
</tr>
<tr>
<td>68</td>
<td>Presentation of myself</td>
<td>Prodencio Galvan</td>
<td>3'36</td>
</tr>
<tr>
<td>69</td>
<td>Presenting Inelda &amp; Antonio Andon</td>
<td>Inelda &amp; Antonio Andon</td>
<td>16'00</td>
</tr>
<tr>
<td>70</td>
<td>Describing pictures: Spain-Philippines friendship day 2015</td>
<td>Violeta fernandez</td>
<td>4'06</td>
</tr>
<tr>
<td>71</td>
<td>Describing pictures: a picnic at the river</td>
<td>Violeta fernandez</td>
<td>2'29</td>
</tr>
<tr>
<td>72</td>
<td>Describing pictures: inside the house in Diteki</td>
<td>Violeta fernandez</td>
<td>2'01</td>
</tr>
<tr>
<td>73</td>
<td>Describing pictures: de-flea by the river</td>
<td>Violeta fernandez</td>
<td>1'57</td>
</tr>
<tr>
<td>74</td>
<td>Describing pictures: a pot cooking meat, rice and vegetables</td>
<td>Violeta fernandez</td>
<td>1'05</td>
</tr>
<tr>
<td>75</td>
<td>Describing pictures: the day we had a flat tire</td>
<td>Violeta fernandez</td>
<td>2'58</td>
</tr>
<tr>
<td>76</td>
<td>Interview with Violeta Andon Mariano</td>
<td>Violeta Andon (interviewed by VF)</td>
<td>27</td>
</tr>
<tr>
<td>77</td>
<td>Preparing ‘suman’ cake</td>
<td>VAM, VLF, AGL</td>
<td>10'41</td>
</tr>
<tr>
<td>78</td>
<td>Pointing at locations in Diteki</td>
<td>Nelita Cristobal</td>
<td>3'08</td>
</tr>
<tr>
<td>79</td>
<td>Pointing at locations in Diteki</td>
<td>Nelita Cristobal</td>
<td>7'52</td>
</tr>
<tr>
<td>80</td>
<td>Spearfishing demonstration at the river</td>
<td>Nelita Cristobal</td>
<td>3'03</td>
</tr>
<tr>
<td>81</td>
<td>Ginalyn and Conchita talk about locations for hunting, rattan, fishing and planting</td>
<td>Ginalyn Garcia, Conchita Genes</td>
<td>13'16</td>
</tr>
<tr>
<td>82</td>
<td>A story by Dominga Lazam</td>
<td>Dominga Lazam, Coralyn Manzano</td>
<td>6'37</td>
</tr>
<tr>
<td>83</td>
<td>Coralyn's love story</td>
<td>Coralyn Manzano, Dominga Lazam</td>
<td>11'17</td>
</tr>
<tr>
<td>84</td>
<td>Introducing Dominga Lazam</td>
<td>Dominga Lazam, Coralyn Manzano</td>
<td>1'14</td>
</tr>
<tr>
<td>85</td>
<td>Describing pictures: spearfishing</td>
<td>Nelita Cristobal</td>
<td>39</td>
</tr>
<tr>
<td>86</td>
<td>The times when we were working with rattan</td>
<td>Rebeca Huego, Nelita Cristobal</td>
<td>36</td>
</tr>
<tr>
<td>87</td>
<td>A conversation about past experiences in the mountain</td>
<td>Elizabeth Querijero, Coralyn Manzano</td>
<td>29</td>
</tr>
<tr>
<td>88</td>
<td>Past and present of the Alta</td>
<td>Aning, Conchita Genes</td>
<td>52'12</td>
</tr>
<tr>
<td>89</td>
<td>Collecting and selling orchids</td>
<td>Coralyn Manzano, Conchita Genes</td>
<td>16'22</td>
</tr>
<tr>
<td>90</td>
<td>Past and present of the Alta (part II)</td>
<td>Aning, Conchita Genes</td>
<td>9'5</td>
</tr>
<tr>
<td>91</td>
<td>A conversation with two Alta men</td>
<td>Arturo Priginal, Renato Genes</td>
<td>53'34</td>
</tr>
<tr>
<td>92</td>
<td>Producing medicines with dears’ horns</td>
<td>Arturo Priginal, Renato Genes</td>
<td>36'35</td>
</tr>
<tr>
<td>Page</td>
<td>Title</td>
<td>Author(s)</td>
<td>Pages</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>93</td>
<td>Gardening with Nene: techniques, names, and use of the plants</td>
<td>Coralyn Manzano, Conchita Genes</td>
<td>37-88</td>
</tr>
<tr>
<td>94</td>
<td>Gardening with Ginalyn: techniques, names, and use of the plants</td>
<td>Ginalyn Garcia, Coralyn Manzano</td>
<td>42-49</td>
</tr>
<tr>
<td>95</td>
<td>Wild plants in Diteki</td>
<td>Ginalyn Garcia, Coralyn Manzano</td>
<td>16-13</td>
</tr>
<tr>
<td>96</td>
<td>Long time no see! (Role Play)</td>
<td>Ginalyn Garcia, Coralyn Manzano</td>
<td>16-50</td>
</tr>
<tr>
<td>97</td>
<td>Interviewing community elder Elena &quot;Buldozer&quot; Maximino</td>
<td>Elena Maximino, Dominga Lazam</td>
<td>60</td>
</tr>
<tr>
<td>98</td>
<td>Ate Inga interviews her sister Ate Ligaya</td>
<td>Dominga Lazam, Ate Ligaya</td>
<td>21</td>
</tr>
<tr>
<td>99</td>
<td>Kuya Ino and Kuya Ikkaw: past experiences in the mountain</td>
<td>Renito Santos, Evelyn Priginal</td>
<td>67</td>
</tr>
<tr>
<td>100</td>
<td>Ate Reny and Ate Evelyn: past experiences in the mountain</td>
<td>Alvin Mariano (Balong)</td>
<td>68</td>
</tr>
<tr>
<td>101</td>
<td>Orchids and other plants, gardening and sellin in the market</td>
<td>Nelita Cristobal, Emelda Pujeda</td>
<td>67</td>
</tr>
<tr>
<td>102</td>
<td>Ate Tikkay interviews Ate Emel</td>
<td>Renato Genes, Coralyn Manzano</td>
<td>50</td>
</tr>
<tr>
<td>103</td>
<td>History of Minero, a place in the Alta ancestral domain</td>
<td>Ginalyn Garcia</td>
<td>25</td>
</tr>
<tr>
<td>104</td>
<td>Kuya Renato explains how to build the tool for &quot;pangoriente&quot; fishing</td>
<td>Renato Genes, Coralyn Manzano</td>
<td>10</td>
</tr>
<tr>
<td>105</td>
<td>Pangoriente fishing demonstration at the river</td>
<td>Renato Genes, Coralyn Manzano</td>
<td>16</td>
</tr>
<tr>
<td>106</td>
<td>Describing pictures: cooking fish at Ate Udang's</td>
<td>Nelita Cristobal</td>
<td>16</td>
</tr>
<tr>
<td>107</td>
<td>Describing pictures: cooking upo and shrimp at Ate Beth's</td>
<td>Nelita Cristobal</td>
<td>4-47</td>
</tr>
<tr>
<td>108</td>
<td>Describing pictures: Cooking baye, pilengan and udang at the river</td>
<td>Nelita Cristobal</td>
<td>2-42</td>
</tr>
<tr>
<td>109</td>
<td>Describing pictures: the Agta from Casiguran</td>
<td>Nelita Cristobal</td>
<td>16-3</td>
</tr>
<tr>
<td>110</td>
<td>How to carve a spoon on with a palm’s branch</td>
<td>Nelita Cristobal</td>
<td>1-49</td>
</tr>
<tr>
<td>111</td>
<td>2016 fieldtrip photos (Canon Camera)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>112</td>
<td>2016 fieldtrip photos (Xiaomi 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>2015 fieldtrip photos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>114</td>
<td>June 2014 fieldtrip photos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>115</td>
<td>January 2014 fieldtrip photos and videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116</td>
<td>September 2013 fieldtrip photos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117</td>
<td>Legal Documents: ELDP application, community permissions, NCIP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>119</td>
<td>Lorenzo Delacruz explains how to work with rattan</td>
<td>Lorenzo Delacruz</td>
<td>9-37</td>
</tr>
<tr>
<td>120</td>
<td>Presenting the marine water fishing Spear (paná)</td>
<td>Pelicito Marquez</td>
<td>7-20</td>
</tr>
<tr>
<td>121</td>
<td>Interview with Pelicito’s wife</td>
<td>Mila Lazam</td>
<td>9-20</td>
</tr>
<tr>
<td>122</td>
<td>Conversation with Pelicito and Carmelita at Dianed Tribal Hall</td>
<td>Carmelita Muhar, Pelicito Marquez</td>
<td>21-35</td>
</tr>
<tr>
<td>123</td>
<td>A conversation about Makadipa and other Alta divinities</td>
<td>Kuya Ino, Alex</td>
<td></td>
</tr>
<tr>
<td>124</td>
<td>Kuya Juani doing handmade sweeps ‘walis’</td>
<td>Kuya Juani, Rubena</td>
<td>41</td>
</tr>
<tr>
<td>125</td>
<td>Kuya Juani, past and present life</td>
<td>Kuya Juani</td>
<td>6-50</td>
</tr>
<tr>
<td>126</td>
<td>Emily describes the water marine fishing rod</td>
<td>Emily Villaflor, Antonio Priginal</td>
<td>4'40</td>
</tr>
<tr>
<td>127</td>
<td>Interview with Carmelita Muhar</td>
<td>Carmelita Muhar</td>
<td>8'26</td>
</tr>
<tr>
<td>128</td>
<td>Handmade sweeps at Barangay Villa</td>
<td>Jovito and Pepito</td>
<td>27'39</td>
</tr>
<tr>
<td>129</td>
<td>Ate Tikkay interviews Pepito Dandan Sarmiento</td>
<td>Nelita Cristobal, Nelito Sarmiento</td>
<td>5'36</td>
</tr>
<tr>
<td>130</td>
<td>Interviewing Dominga Priginal</td>
<td>Dominga Priginal</td>
<td>6'32</td>
</tr>
<tr>
<td>131</td>
<td>About the IPRA law, with barangay Chieftain Lorenzo Delacruz</td>
<td>Lorenzo Delacruz Sarmiento</td>
<td>19'56</td>
</tr>
<tr>
<td>132</td>
<td>Interview with Lusviminda Campos</td>
<td>Lusviminda Campos Sarmiento</td>
<td>10'15</td>
</tr>
<tr>
<td>502</td>
<td>What does Genalyn think of Alex?</td>
<td>Ginalyn Garcia</td>
<td>2'04</td>
</tr>
<tr>
<td>503</td>
<td>Experience of tita Ginalyn Garcia</td>
<td>Ginalyn Garcia</td>
<td>2'10</td>
</tr>
<tr>
<td>504</td>
<td>How to court an Alta</td>
<td>Ginalyn Garcia</td>
<td></td>
</tr>
<tr>
<td>505</td>
<td>the 3 sisters</td>
<td>Ginalyn Garcia</td>
<td></td>
</tr>
<tr>
<td>506</td>
<td>History of uman (the way Alta chew Betel leaf)</td>
<td>Nelita Cristobal</td>
<td></td>
</tr>
<tr>
<td>507</td>
<td>Elena describes Alex</td>
<td>Elena Maximino</td>
<td></td>
</tr>
<tr>
<td>508</td>
<td>How to prepare the 'eman' betel chew</td>
<td>Ginalyn Garcia</td>
<td></td>
</tr>
<tr>
<td>509</td>
<td>How to harvest and use the Salago plant</td>
<td>Nelita Cristobal</td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>Our trip to Dimani</td>
<td>Nelita Cristobal</td>
<td></td>
</tr>
<tr>
<td>511</td>
<td>The Ilus plant, and old Alta food</td>
<td>Nelita Cristobal</td>
<td>1'25</td>
</tr>
<tr>
<td>512</td>
<td>Process how to use and get the Nami and how does it taste</td>
<td>Nelita Cristobal</td>
<td>1'55</td>
</tr>
<tr>
<td>513</td>
<td>How to harvest the Blongay (Balobo) and how to use</td>
<td>Antonio Andon</td>
<td>14 sg</td>
</tr>
<tr>
<td>514</td>
<td>Interview about the Blongay tree</td>
<td>Coralyn</td>
<td></td>
</tr>
<tr>
<td>515</td>
<td>Interview about the Blongay tree</td>
<td>Coralyn</td>
<td></td>
</tr>
</tbody>
</table>