Grammar of Zĭría

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Grammar of Zîr
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Defended 27 October 2016

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INTRODUCTION
Zír is a constructed language – ConLang – made for a fantasy world called 3gmír (pronunciation: ʒgmiːr). It is the language of magic, as well as being spoken natively by one of several humanoid races.
I created 3gmír as a personal creative outlet, and one of my favorite parts of that is designing peoples – their cultures and their languages.
My familiarity with languages includes being a native speaker of English, with exposure to and some small study of French, some study of Latin and Japanese, a very little study of Hebrew, and being set to graduate December 2016 with an Bachelor of Arts degree in Linguistics.

PHONOLOGY
Phoneme Inventory
Vowels
Zír has six vowels: the front-close /i/; near-front near-close /ɪ/; near-front open-mid /ɛ/; near-front open /a/; back close /u/, and back open-mid /ɔ/.

Long Vowels
Zír's six vowels have phonemic lengthening: /i, ɛ, a, u, ɔ/ although /ɛ/ and /ɔ/ become more close in the process, with the long vowels being /iː, ɛː, aː, uː, ɔː/.
/ɪː/ does not appear anywhere, instead becoming /iː/. In Zír, the long vowels are written as a dot underneath the vowel. In glosses I have included the IPA symbol “ː” instead.

<table>
<thead>
<tr>
<th>ßá</th>
<th>or</th>
</tr>
</thead>
<tbody>
<tr>
<td>ßà</td>
<td>four</td>
</tr>
</tbody>
</table>

Consonants
Zír has 19 phonemic consonants: bilabial, alveolar, and velar plosives /p, b, t, d, k, g/; bilabial and alveolar nasals /m, n/; labio-dental, alveolar, and velar fricatives /f, v, s, z, x/; postalveolar affricates /ʃ, ʒ/; labio-velar approximant /w/; alveolar approximants /l, r/; and palatal approximant /j/.
The glottal stop /ʔ/ also appears regularly, but is non-phonemic and has no minimal pairs.
# Phonological Rules

A sample of the rules which govern phonological morphology in Zähr.

## Stop Voicing

1. A stop occurring next to an affricate of different voice value will assimilate to the affricate’s value of +/−voice. In cases of gemination, only the closest stop will assimilate voicing.
2. Stops occurring before a nasal assimilate to +voice

## Word-Final Vowels

Only tense vowels may occur in word-final open syllables. If a lax vowel occurs at the end of a word, it assimilates into the nearest tense vowel until/unless suffixes are added. /ɛ/ becomes /a/, /ɔ/ becomes /u/, and /ɪ/ becomes /i/.

## Postalveolar Affricatization

The velar fricative /x/ cannot be preceded by alveolar fricatives /s/ or /z/ - the alveolar fricatives will assimilate to post-alveolar /ʃ/ or /ʒ/.

## Gemination

1. Gemination cannot occur directly preceding a stop.
2. In places where stops gaining voicing due to affricates, nasals, or fricatives would result in a voiced geminate consonant preceded by a nasal, the gemination instead becomes a glottal stop between the fricative, affricate, or nasal and stop.
3. The first voiced geminate consonant in a geminate pair is unreleased.

## Diphthongs

A non-phonemic and reduced glottal stop is inserted whenever two vowels occur next to one another to prevent diphthongs.

The first exception to this is in cases where the final consonant of a word was historically /l/ preceded by /a/ or /aː/ – the /l/ has been dropped and the vowel shifted into the diphthong /au/.

## Vowel Assimilation

Lax vowels when occurring next to a tense vowel in an adjacent syllable assimilate towards the tense, longer vowel, but are still shorter and more lax than the tense long vowel.
Stop Nasal Addition
Non-geminate voiced stops are preceded by a nasal at the same place of articulation. Any stop that becomes voiced through other phonemic changes does not have this preceding nasal and will still be identified as the same phoneme as the unvoiced variant by native speakers even while having +voice quality. These stop-nasal additions also do not affect vowels.

Vowel Restrictions
Long vowels cannot occur next to one another, even in separate syllables. Where this happens, the second vowel will become shortened.
Where two identical short vowels occur next to each other, the syllables merge and the vowels become a single, long vowel.

Syllable Structure
Syllables have a complex structure as follows.
(C1) (C2) (C3) (C4) V (C5)
- C1 is restricted to fricatives and affricates
  \(/f, v, s, z, ʃ, ʒ, x/\)
- C2 is restricted to stops
  \(/p, b, t, d, k, g/\)
  possibility of being geminated
  \(/b, d, g/\) - usually preceded by a nasal with same place of articulation
- C3 is restricted to nasals
  \(/m, n/\)
- C4 is restricted to approximants
  \(/w, r, l, j/\)
- V is any of the vowels, short or long
  \(/i, iː, ɪ, ɛ, a, aː, ɔ, oː, u, uː/\)
- C5 is restricted to fricatives, affricates, liquids, and nasals
  \(/f, v, s, z, ʃ, ʒ, x, l, r, n, m/\)

Tone
Zır has three tones – high, low, and mid. The mid-tone is considered neutral and is the standard for all words except for nouns, which take either the high or low tone (see determiners; proper nouns).

PRONOUNS
Pronouns are words that replace a noun phrase mentioned previously or inferred.

Personal Pronouns by Case
Personal pronouns are not required in Zır, but may be added for emphasis.

Absolutive
Wholative [whl]
Absolutive case marks the core argument of an intransitive verb, or the patient of a transitive verb that is completely affected, or is considered as a whole (“the entire staff” would be wholative rather than partitive, for example).
Partitive [prt]
Partitive case marks the core argument of an intransitive verb, or the patient of a transitive verb that is incompletely affected, or when considering parts of a whole ("some of the staff", etc, would be partitive rather than wholative).

Ergative [erg]
Ergative case marks the agent of a transitive verb. (She painted it.)
Possessive Pronouns [pos]
Possessive pronouns refer to the possessor of a noun.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person incl.</td>
<td>axọ</td>
<td>ọ́ọ́</td>
<td>amọ</td>
</tr>
<tr>
<td>1st person excl.</td>
<td>--</td>
<td>ọ́ọ́</td>
<td>imọ</td>
</tr>
<tr>
<td>2nd person</td>
<td>ọ́ọ́</td>
<td>ọ́ọ́</td>
<td>ọ́ọ́</td>
</tr>
<tr>
<td>3rd person</td>
<td>ọ́ọ́</td>
<td>ọ́ọ́</td>
<td>ọ́ọ́</td>
</tr>
</tbody>
</table>

vrixa       axọ       xråząxa        sakirjua
vri-xa      axo:       xråząxa        sa-ki-r-fu-a
that.far- whl.spi.sg  1st.sg.pos       cat.def-whl.spi.sg      copula-3.sg.whl-cont-gnrl-decl
that          my         the cat         it is

That (over there) is my cat.

Demonstrative Pronouns [dem]
Zir includes three different spatial demonstrative levels: near the speaker (this/these), near the listener (that/those), and far away from both listener and speaker (that over there/those over there).

Demonstratives do not have separate forms for different cases and take standard noun case endings in agreement with the noun they modify.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>near speaker</td>
<td>is</td>
<td>isva</td>
<td>isva</td>
</tr>
<tr>
<td>near listener</td>
<td>nda</td>
<td>nden</td>
<td>nden</td>
</tr>
<tr>
<td>far away</td>
<td>vri</td>
<td>vris</td>
<td>vris</td>
</tr>
</tbody>
</table>

ifṣa       axọ       xråząxa        sakirjua
is-xa       axo:       xråząxa        sa-ki-r-fu-a
this-whl.spi.sg  1.sg.pos       cat.def-whl.spi.sg      copula-3.sg.whl-cont-gnrl-decl
this          my         the cat         it is

This is my cat.

ndaxa       axọ       xråząxa        sakirjua
nda-xa      axo:       xråząxa        sa-ki-r-fu-a
that.near.you-whl.spi.sg  1.sg.pos       cat.def-whl.spi.sg      copula-3.sg.whl-cont-gnrl-decl
that          my         the cat         it is

That (by you) is my cat.

vrixa       axọ       xråząxa        sakirjua
vri-xa      axo:       xråząxa        sa-ki-r-fu-a
that.far- whl.spi.sg  1st.sg.pos       cat.def-whl.spi.sg      copula-3.sg.whl-cont-gnrl-decl
that          my         the cat         it is

That (over there) is my cat.
**Indefinite Pronouns [indf]**

Indefinite pronouns do not refer to a specific noun, but are rather more generalized. Indefinite pronouns do not have separate forms for the different cases and take the standard noun case endings.

<table>
<thead>
<tr>
<th>negative (no)</th>
<th>person</th>
<th>place</th>
<th>thing</th>
<th>whole</th>
<th>individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>negative (no)</td>
<td>asuf</td>
<td>axɔ</td>
<td>aʃɔn</td>
<td>a</td>
<td>ajɛ</td>
</tr>
<tr>
<td>positive (some)</td>
<td>ivsuf</td>
<td>ivxɔ</td>
<td>ivʃɔ</td>
<td>iv</td>
<td>ivjɛ</td>
</tr>
<tr>
<td>positive (every)</td>
<td>mɔsuf</td>
<td>mɔxɔ</td>
<td>mɔʃɔn</td>
<td>mɔ</td>
<td>mɔjɛ</td>
</tr>
</tbody>
</table>

mɔsufna zirŋuxleə
mɔsuf-na zirŋgu-x-le-a
everyone-whl.spi.pl speak-3.pl.whl-cur-sense-decl
everyone speak they.all (I hear)
Everyone speaks.

**Reflexive Pronouns [rflx]**

Reflexive pronouns refer back to a noun or pronoun within the same clause.

Reflexive pronouns do not have separate forms for different cases and take standard noun case endings.

In the first and second person, reflexive pronouns are often dropped, as the information is also coded on the verb, although they may be included. In third person, they are required.

<table>
<thead>
<tr>
<th>1st person incl.</th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person excl.</td>
<td>--</td>
<td>iʒɔkis</td>
<td>mɔkis</td>
</tr>
<tr>
<td>2nd person</td>
<td>ɛvɔkis</td>
<td>ʒɔkis</td>
<td>ɛnɔkis</td>
</tr>
<tr>
<td>3rd person</td>
<td>ivɔkis</td>
<td>ʒɔkis</td>
<td>inɔkis</td>
</tr>
</tbody>
</table>

ivɔkixaxa faʒakixaxiʃinɛfu
ivɔkis-xa faʒa-ki-ex-aʒ-i-fɔnu
h污mself hug he him now tightly?
Is he hugging himself tightly?

**Interrogative Pronouns [int]**

Interrogative pronouns are used to ask questions, replacing requested information.

Interrogative pronouns do not have separate forms for different cases and take standard noun case endings.

<table>
<thead>
<tr>
<th>how</th>
<th>smia</th>
<th>who</th>
<th>suf</th>
</tr>
</thead>
<tbody>
<tr>
<td>which</td>
<td>je</td>
<td>what</td>
<td>ʃɔn</td>
</tr>
<tr>
<td>why</td>
<td>kmu</td>
<td>where</td>
<td>xlo</td>
</tr>
</tbody>
</table>
sufxa  faṣa❡xaʒì
suf-xa  faṣa-e:x-aʒ-i
who-whl.spi.sg   hug-3.sg.erg-prog-int
who   hug he now?
Who is he hugging?

In colloquial speech these pronouns may also be substituted for case agreement markers when replacing absolutive or ergative nouns.

faṣasufẹxaʒì
faṣa-suf-e:x-aʒ-i
hug-who-3.sg.erg-prog-int
who hug he now?
Who is he hugging?

**NUMERALS**

Zîr is a duodecimal system, meaning numbers are base 12.

**Numbers**

**Cardinal Numbers**
Cardinal numbers in Zîr are free morphemes that occur in pre-nominal position.

Non-base numerals are formed in this manner:

<{number of 12s}(twelve)(number less than 12)>

Such that:

zevum    3ndo
zu:v-um   3ndo:
two-twelve    seven
twenty four (+)    seven
thirty one

<table>
<thead>
<tr>
<th>English</th>
<th>Zîr</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>vo</td>
</tr>
<tr>
<td>two</td>
<td>zuv</td>
</tr>
<tr>
<td>three</td>
<td>ni</td>
</tr>
<tr>
<td>four</td>
<td>ŋa</td>
</tr>
<tr>
<td>five</td>
<td>ɔz</td>
</tr>
<tr>
<td>six</td>
<td>tu</td>
</tr>
<tr>
<td>seven</td>
<td>3ndo</td>
</tr>
<tr>
<td>eight</td>
<td>fpa</td>
</tr>
<tr>
<td>nine</td>
<td>ɪl</td>
</tr>
<tr>
<td>ten</td>
<td>фа</td>
</tr>
<tr>
<td>eleven</td>
<td>znɔx</td>
</tr>
<tr>
<td>twelve</td>
<td>um</td>
</tr>
<tr>
<td>twenty-four</td>
<td>zevum</td>
</tr>
</tbody>
</table>
### Ordinal Numbers

To create ordinal numbers (first, second, etc.) from regular numerals, -t- is added to numerals that end in a consonant, and -t- to numerals which end in a vowel.

<table>
<thead>
<tr>
<th>Ordinal</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>3ndo</td>
<td>seven</td>
</tr>
<tr>
<td>3ndọ́t</td>
<td>seventh</td>
</tr>
</tbody>
</table>

### Quantifiers

All nouns in Zır are countable, so there is no differentiation between quantifiers.

<table>
<thead>
<tr>
<th>Quantifier</th>
<th>Zır</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>auz</td>
</tr>
<tr>
<td>very few; not enough</td>
<td>i3ki</td>
</tr>
<tr>
<td>few</td>
<td>mi</td>
</tr>
<tr>
<td>some</td>
<td>juri</td>
</tr>
<tr>
<td>enough</td>
<td>ọ́mìv</td>
</tr>
<tr>
<td>any</td>
<td>iv</td>
</tr>
<tr>
<td>many</td>
<td>kàx</td>
</tr>
<tr>
<td>most</td>
<td>kàjì</td>
</tr>
<tr>
<td>all</td>
<td>mọ́</td>
</tr>
</tbody>
</table>

### Multiplicative Adverbs

Zır has four multiplicative adverbs (English has three – once, twice, thrice), corresponding to the numerals vọ (one), zụ́v (two), ni (three), and ị́ (four), although the one for ị́ is archaic and rarely, if ever, used. These adverbial numerals are formed from regular numerals by removing any final vowels and adding -ị́nị́.

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Zır</th>
</tr>
</thead>
<tbody>
<tr>
<td>once</td>
<td>vini</td>
</tr>
<tr>
<td>twice</td>
<td>zụ́vini</td>
</tr>
<tr>
<td>thrice</td>
<td>ị́nị́</td>
</tr>
<tr>
<td>four times</td>
<td>ị́nị́</td>
</tr>
</tbody>
</table>
Counters
Zhir contains a vast array of counters, which it is considered shameful to not know properly, however for the sake of brevity I have not included them here.

NOUNS
Noun Phrase Formation
Nouns
Nouns are formed in the following formula:

<word root + tone> <case>

Zhir zirki:xa
zi:ri-zir-fɔ-zɔ-x-a
speak.def-prt.sg speak-3.sg.prt-1.sg.erg-curr-decl

The language part of speak some I do.
I speak some Zhir.

Noun Phrases
Noun phrases have fewer elements in Zhir compared to English, however, pronouns, numerals, and partitives may still be included in a noun phrase. Most pronouns include case agreement, but those that do not are required to be declined for it. Demonstrative forms remain static. Adjectives are a subclass of verb in Zhir, and are not a part of the noun phrase. See Adjectives.

<(modification clauses) + (demonstrative) + (pronoun) + (quantifier) + (counter) + (numeral) + noun >

Nominalization
To turn any word into a noun, a Zhir speaker may simply add either a high or low tone (see determiners) to the first vowel of the root word being nominalized. Additionally, nouns must have either a high or low tone, with the exception of pronouns (of any type). For the difference between high and low tone, see Nouns> Determiners

zhir zir zír
to speak conversation, language The Language

Compounds
Compound nouns are formed quite simply, and a speaker merely attaches as many noun stems together as they wish until they have reached the desired compound noun, adding case markings to the final stem. Tone is applied to the first syllable of the last root in compound nouns.

neazisùnnà
neazì-sùnna:
house-paint.indef
a house paint
Proper Nouns
Proper nouns are similar to definite nouns in taking a high tone, but may otherwise be any noun, or nominalized verb, including adverbs and adjectives. To indicate an indefinite proper noun (“Are there any Katie’s in here?”) the noun takes BOTH high and low tones, which often manifests as a falling tone. This is the only example of multiple tones being applied to a single word in Žir.

Determiners [def/indf]
In Žir, a definite noun is marked by a high tone, and an indefinite noun is marked by a low tone. Tone does not occur on pronouns or determiners. The tone always occurs on the first vowel in the root of the word. If there are multiple root words in a noun, the tone occurs on the last of them.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>xeťά</td>
<td>the cat</td>
<td></td>
</tr>
<tr>
<td>xeťα</td>
<td>a cat</td>
<td></td>
</tr>
</tbody>
</table>

Gender [∅/spi]
There are two noun genders in Žir, which reflect the spirituality of nouns: items that are imbued with spirit, magic, or close connection to the gods, and those of a more mundane nature. These are, however, more flexible than traditional genders as, for example, ftî (the axe) may normally be mundane, but if talking about ftî (the axe) that is a special totem of a god, it would become spiritual. Additionally, most animals are classed as Spirit nouns, but some are Mundane, as are all corpses - except those of mages and magical beings - and have subsequently received stigma accordingly.

Case

Absolutive

Wholative [whl]
Absolutive case marks the core argument of an intransitive verb, or the patient of a transitive verb that is completely affected, or is considered as a whole (eg “the entire staff” would be wholative).

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-ľa</td>
<td>-ve</td>
<td>-mo</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-ka</td>
<td>-ka</td>
<td>-na</td>
</tr>
</tbody>
</table>

nēažiľa sunnakizleb3a
nēaži-3a sunna:-ki-2o-l-év-zo-a
house.def-whl.sg paint-3.whl.sg-1.erg.sg-neg-cncl-sgt-decl
all of the house paint it I not did
I did not paint the whole house.

Partitive [prt]
Partitive case marks the core argument of an intransitive verb, or the patient of a transitive verb that is incompletely affected, or when considering parts of a whole (“some of the staff”, etc, would be partitive rather than wholative).

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-ri</td>
<td>-nda</td>
<td>-on</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-ki</td>
<td>-zu</td>
<td>-ngu</td>
</tr>
</tbody>
</table>
nɛaziri  sunnaːsɔŋa
nɛazi-ri  sunna:-fɔ-zɔ-v-ɔ-a
house.def-prt.sg  paint-3.prt.sg-1.erg.sg-cncl-sgt-decl
part of the house  paint it I did
I painted part of the house.

**Ergative [erg]**
Ergative case marks the agent of a transitive verb.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-is</td>
<td>-re</td>
<td>-ko</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-tu</td>
<td>-nge</td>
<td>-in</td>
</tr>
</tbody>
</table>

nɛaziʒa  Flámitu  sunnaːkiexɛnɡią
nɛazi-ʒa  Flámi-tu  sunna:-ki-ex-ev-ŋgi-a
house.def-whl.sg  Flami.def-erg.spi.sg  paint-3.whl.sg-3.erg.sg-cncl-hrsy-decl
the whole house  Flami  paint it she did heard
I heard Flami painted the whole house.

**Dative [dat]**
Marks the noun that is an indirect object of a verb.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-va</td>
<td>-ra</td>
<td>-ɔm</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-im</td>
<td>-ɔm</td>
<td>-ku</td>
</tr>
</tbody>
</table>

zɔznɛre  ivo  jkamim  izafkimavŋgia
zɔznɛ-re  ivo:  jkami-im  izaf-ki-ma-v-ŋgi-a
two flowers  he  to his wife  gave he it I heard
I hear he gave flowers to his wife.

**Genitive [gen]**
Genitive case marks a noun that is the possessor.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-3ɔ</td>
<td>-xɔ</td>
<td>-aɔ</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-vɔ</td>
<td>-iɔ</td>
<td>-nde</td>
</tr>
</tbody>
</table>

vriŋa  márivo  nɛaziʒa  sakirjua
vri-ʒa  már-i-vo:  nɛazi-ʒa  sa-ki-r-fu-a
that.far-whl.sg  Mary.def-gen.sg.spi  house.def-whl.sg  copula-3.sg.whl-cont-gnrl-decl
that  Mary's  the house  it is
That is Mary's house.
Benefactive [bnf]
Benefactive case marks the noun receiving or benefiting from the action of the verb.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-zọ</td>
<td>-fọ</td>
<td>-pạ</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-ta</td>
<td>-nọ</td>
<td>-sẹ</td>
</tr>
</tbody>
</table>

Flámita nɛażi3a sunnàkiexevi
Flámi-ta nɛażi-3a sunna:-ki-ex-ev-i
for Flami the whole house paint it she did?
She painted the whole house for Flami?

Locatives

**Enessive [en]**
Marks location of a noun as outside the location.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-im</td>
<td>-lo</td>
<td>-iz</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-ɛx</td>
<td>-ma</td>
<td>-mbọ</td>
</tr>
</tbody>
</table>

déasim saɛfki33ọ
nɛażi-im saɛf-ki-3-ọ-a
house.def-en.sg stand-3.sg.whl-prg-sgt-decl
outside the house stand she is
She is standing outside the house.

**Inessive [in]**
Marks location of a noun as inside the location.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-pọ</td>
<td>-ndi</td>
<td>-ọx</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-vi</td>
<td>-nọ</td>
<td>-la</td>
</tr>
</tbody>
</table>

nɛażi-pọ saɛfki33ọ
nɛażi-po: saɛf-ki-3-ọ-a
house.def-in.sg stand-3.sg.whl-sgt-decl
inside the house stand she
She is standing inside the house.

**Elative [el]**
Marks the movement of a noun as moving from inside a location towards outside.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-pạ</td>
<td>-rọ</td>
<td>-iụ</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-af</td>
<td>-mba</td>
<td>-ti</td>
</tr>
</tbody>
</table>
She did not run out of the house.

**Illative [il]**
Marks the movement of a noun as moving from outside a location towards inside.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-te</td>
<td>-an</td>
<td>-ir</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-am</td>
<td>-iv</td>
<td>-mbet</td>
</tr>
</tbody>
</table>

She ran into the house.

**Adessive [ad]**
Marks action or existence at a specific location.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-az</td>
<td>-an</td>
<td>-si</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-fa</td>
<td>-xe</td>
<td>-al</td>
</tr>
</tbody>
</table>

She is standing at the house.

**Allative [al]**
Marks the movement of a noun as moving towards a location.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-ev</td>
<td>-mbu</td>
<td>-fa</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-ne</td>
<td>-if</td>
<td>-iz</td>
</tr>
</tbody>
</table>

She is running towards the house.
The Allative is often used in conjunction with the Edative to mark origin and destination, including for gift giving. Although “the book was given towards her away from him” may sound awkward in English, it makes perfect sense in Zir.

Edative \([ed]\)  
Marks the movement of a noun as moving away from a location.

<table>
<thead>
<tr>
<th>MUNDANE</th>
<th>SINGULAR</th>
<th>DUAL</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-xu</td>
<td>-əgi</td>
<td>-fu</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-mu</td>
<td>-av</td>
<td>-fɪ</td>
</tr>
</tbody>
</table>

The Edative is often used in conjunction with the Allative to mark origin and destination. (Including for gift giving. Although “the book was given towards her away from him” may sound awkward in English, it makes perfect sense in Zir.)

Circative \([cr]\)  
Marks the movement of a noun as moving around a location.

<table>
<thead>
<tr>
<th>MUNDANE</th>
<th>SINGULAR</th>
<th>DUAL</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-ʒe</td>
<td>-ŋa</td>
<td>-ʃo</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-ix</td>
<td>-ta</td>
<td>-xi</td>
</tr>
</tbody>
</table>

She ran away from the house.

She ran around the house.
**Instrumentive [inst]**
Marks the tool or instrument with which a task is accomplished. May be combined with other case markers as necessary.

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<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-pu</td>
<td>-in</td>
<td>-lu</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-ta</td>
<td>-ke</td>
<td>-el</td>
</tr>
</tbody>
</table>

mbázza  náɔ3pu  vusakivmɔɔa
mbá3a    náɔ3-pu  vu:sa-ki-v-ɔɔ-a

doור.דפ-םל.סג  קוי.דפ-ינ-סט.סג  open-3.םל-כנלו-ינרנכ-סב

the door with the key open she did could

She could have opened the door with the key.

**Comitative [com]**
Marks the noun that accompanies or is with the main argument of a clause.

<table>
<thead>
<tr>
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<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-3u</td>
<td>-am</td>
<td>-3i</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-nu</td>
<td>-nde</td>
<td>-ndɔ</td>
</tr>
</tbody>
</table>

úne-nde skJKinju
ú:ne-nde: skjú-ki-n-fu-a

friend.דפ-םול.ספ.ספורט run-3.םל-היב-גנורל-דקל
with the two friends run she habbitually

She has a habit of running with her two friends.

**Abessive [abs]**
Marks an absence of something. Colloquially it is used to describe not having enough of something.

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<th>plural</th>
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</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-ɪf</td>
<td>-ku</td>
<td>-vu</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-ɛ3</td>
<td>-ix</td>
<td>-3i</td>
</tr>
</tbody>
</table>

ixo xmizmiɓif skjukivɔɔa
ixo: xmiz-mbi-ɪf skjú-ki-v-ɔɔ-a

3.pos.sg hat.דפ-גנ.סג-ינ-סג run-3.םל-כנלו-סג-דקל
his/hers/its without the hat run she did

She ran without her hat.

**Translative [trns]**
Marks the transition of a noun as changing from one distinct object to another, and is applied to both nouns. The initially placed noun always occurs prior to the destination noun within a clause.

<table>
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<th>plural</th>
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</thead>
<tbody>
<tr>
<td>Mundane</td>
<td>-li</td>
<td>-ɔf</td>
<td>-m1</td>
</tr>
<tr>
<td>Spiritual</td>
<td>-fɔ</td>
<td>-in</td>
<td>-3ɛ</td>
</tr>
</tbody>
</table>
I hear she is skillfully sewing the scrap fabrics into a dress.

**VERBS**

Behavior of Verb Stems

In Zir verb stems do not change form, except where illegal vowel/consonant clusters or combinations occur as dictated by the morphophonological and allophonic rules.

Verb Phrase Formation

The elements we would normally consider to be part of a verbal phrase in English are agglutinated into the verb itself in Zir, including most adverbs.

Verbs are formed with the following formula:

<verb stem + absolutive agreement + ergative agreement + polarity + aspect + (mood) + (manner) + (skill)>

I hear she is skillfully sewing the scrap fabrics into a dress.

**Verb Case Agreement**

Verbs mark case agreement with agent and patient, but do not differentiate between spiritual and mundane.

Absolutive

**Wholative [whl]**

Absolutive case marks the core argument of an intransitive verb, or the patient of a transitive verb that is completely affected, or is considered as a whole ("the entire staff" would be wholative rather than partitive, for example).

<table>
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<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inclusive</td>
<td>-zą</td>
<td>-ve</td>
<td>-iʒ</td>
</tr>
<tr>
<td>exclusive</td>
<td></td>
<td>-ka</td>
<td>-xa</td>
</tr>
<tr>
<td>2nd person</td>
<td>-ri</td>
<td>-nda</td>
<td>-ɔn</td>
</tr>
<tr>
<td>3rd person</td>
<td>-ki</td>
<td>-zu</td>
<td>-ŋu</td>
</tr>
</tbody>
</table>
I did not paint the whole house.

**Partitive [prt]**
Partitive case marks the core argument of an intransitive verb, or the patient of a transitive verb that is incompletely affected, or when considered a part of a whole ("some of the staff", etc).

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person inclusive</td>
<td>-is</td>
<td>-sə</td>
<td>-sə</td>
</tr>
<tr>
<td>1st person exclusive</td>
<td></td>
<td>-ŋə</td>
<td>-tu</td>
</tr>
<tr>
<td>2nd person</td>
<td>-mbi</td>
<td>-pt</td>
<td>-oʃ</td>
</tr>
<tr>
<td>3rd person</td>
<td>-fɔ</td>
<td>-am</td>
<td>-sə</td>
</tr>
</tbody>
</table>

I painted part of the house.

**Ergative [erg]**
Ergative case marks the agent of a transitive verb.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Dual</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person inclusive</td>
<td>-zɔ</td>
<td>-ir</td>
<td>-ap</td>
</tr>
<tr>
<td>1st person exclusive</td>
<td></td>
<td>-vɔ</td>
<td>-ɛə</td>
</tr>
<tr>
<td>2nd person</td>
<td>-im</td>
<td>-ɔŋ</td>
<td>-iz</td>
</tr>
<tr>
<td>3rd person</td>
<td>-ɛx</td>
<td>-ma</td>
<td>-mbɔ</td>
</tr>
</tbody>
</table>

I heard Flami painted the whole house.

**Polarity [∅/neg]**
Positive polarity is unmarked. Negative verbs are marked with -al-/l-.

I did not paint the whole house.
In colloquial speech, where a noun would be marked with negative existence (ex: "she is not here"), the negative polarity marker may be added to the noun instead of an existence verb.

Flámixau  
Flámi.def-xa-l  
Flami-3.sg.whl-neg  
Flami not  
Flami isn't here.

Aspect Marking
Verbs unmarked for aspect are infinitives.

Imperfective [imp]
The imperfective states is related to actions that are ongoing, habitual, repeated, or similar.

Continuative [cont]
The action is continuous over a significant amount of time; stative.

-\text{-r/\text{-ar-}}

rùmkə  3weząmbɔrleə
rùm-ko:  3wea:-za-mbo-r-le:-a
rum.indf-erg.pl  please-1.whl.sg-3.erg.pl-cont-otr-decl
rum  please i it
I like rum.

Iterative [itr]
Something that happens at short regular intervals in a repeated fashion (one after another; again and again)

-\text{-nn/-ann-}

réixa  3dieki̱n̥mɔa
rēi-xa  3die:-ki-nn-mɔ-a
dog.def-whl.sg  jump-3.whl.sg-itr-inf-decl
the dog  jump it
The dog jumps all the time.

Habitual [hbt]
Is something a habit

-\text{-n/-in-}

únende  skjukinʃua
úne-nde:  skju-ki-nʃ-u-a
friend.def-com.dl.spi  run-3.sg.whl-hbt-gnrl-decl
with the two friends  run she habitually
She has a habit of running with her two friends.
Currentive [cur]
Indicates an event that has begun but not finished at the relevant time. This does not mean that it is currently in motion.

-x/-ix-

ixi:xávév ndá:xa:zá
ixi-xláv-ev ndá-x-á-a
learn-place-al.sg go-1.wnl-cur-sgt-decl
to school go I
I go to school.

Progressive [prg]
Indicates that an event is currently going on at the relevant time.

-3- / -a3-

nò:ne:za mínu tu uòndmíki:xá:za
nò:ne:za mínu:-tu uò:ndmi:-ki-ex-a3-a
a flower the girl planting it she I see
The girl is planting a flower.

Perfective
The perfective speaks of an action that is viewed as a simple whole.

Conclusive [cncl]
An action that is considered concluded at time of relevance. (May be relevant to the statement. Ex.: “When I’m done eating, I will join you.” “Done eating” would be considered conclusive.)

-ɛv / -ɛv-

nò:ne:za jà:tu:n uòndmíki:ɛv:za
nò:ne:za jà:tu-m uò:ndmi:-ki-ex-ɛv-a
a flower the boys planted it he I saw
The boys planted a flower.

Prophetative [prf]
An action that is known to be completed, but has not yet begun at the time of relevance (and thus cannot be conclusive or currentive aspect). Used for prophecy and for statements about things that occur after the time of relevance to a statement, but where the speaker is certain of its happening.

-m- / -am-
Everyone over there will die.

**Momentive [mom]**
The action takes only a moment to be complete.

- /s/-

fon3a niai3x33a
Ndgóxa vbánkimise
what eat it he wants Joe ask him you
Ask Joe what he wants to eat.

**Monumentive [mon]**
The conclusion of this event is considered very important or to have major impact. It does not matter whether it has already been completed or not, but it must be viewed as a single unit.

- /lu3/- /u3/-

ndja Máritu ngli3fki3lu33a Márixá
ndja máry-tu ngli3f-ki-ex-lu33a mári-xa
if mary.def-erg.sg.spi attack-3.whl.sg-3.erg.sg-mom-sub mary.def-whl.sg.spi
if Mary attack him she Mary
jafénkirmora
jafén-ki-r-mó-33a-a
die-3.whl.sg-cont-inf-sub-decl
die she be would
If Mary attacked him, Mary would be dead.

**Mood**
It is grammatically acceptable to have only a primary mood, or a primary mood and a secondary mood, however the secondary mood always precedes the primary mood in the verb structure.

Epistemic mood is required for all declarative statements, but is optional or negatively required in all others.

Primary mood is required in independent clauses, and not allowed in dependent clauses.

**Epistemic**
Indicates the level of evidence the speaker has for the statement.

**Sight [sgt]**
The speaker knows from being there and seeing that they are saying has or has not happened.

- /3a/-
I go to school.

**Other Senses [otr]**
The speaker knows directly through any sense other than sight that what they are saying is true.

- *le-

rumko 3we3amcorlea
rumko: 3wea-za-mbcor-le-a
rum.indf.erg.pl please-1.wihl.sg-3.erg.pl-cont-otr-decl
rum  pleases I it

*I like rum.*

**Hearsay [hrs]**
The speaker was not present and has instead heard the information from someone else.

- *ngi-

mbixkix nea3 asuftu niaexi3ngix3a
mbi:ki-x ne:xa3 asuf-tu nia-ex-ix-ngi-3a-a
swim.3.wihl.sg-cur before no.person-erg.sg.spi eat-3.erg.sg-cur-hrs-sub-decl
swimming they before nobody eat they should

They say nobody should eat before swimming.

**Inference from Evidence [inf]**
The speaker can examine evidence and be reasonably certain that what they are saying is true. This mood is used for declarative statements in which the speaker is declaring something that has not yet occurred (and for which they cannot have observed it, but which they assert will happen), and which they are not prophecying.

- *mc-

ixidávev ndarilevmc3a
ixi-xláev nda-li-eve-mc-a
learn-place-al.sg go-2.wihl.sg-neg-cncl-inf-decl
to school go you not did

You did not go to school.

**General Knowledge [gnrl]**
The speaker assumes that something is true and that the listener will agree.

- *fu-
Secondary Mood

Exclamatory [excl]
Exclamation. He ran 20 miles!

-aʃa-

safa, xbwiev tjafitanguzu fwafumamo
safa, xbw-i-ev tjafit-ta-ngu-zɔ fwafuma:mɔ
exclamation, dance.def-al.sg wear-3.whl.pl-1.erg.sg clothes.indf-whl.pl
Oh, to the dance to wear them I clothes any

Oh goodness, I not have any clothes to wear to the dance!

Subjunctive [sub]
Wishy-washy statements. “Might,” “could,” “would.” “This might be a good idea…” Also used for potentialities that did not come to pass. The possibilities often require context to be understood.

-ɔʒə-

mbàzza nàɔʒpu vusakivmɔza
mbáзвa náɔʒ-pu vusa-ki-v-mɔ-ɔʒə
doory.def-whl.sg key.def-inst.sg open-3.sgw-hl-clnsl-incf-sub
the door with the key open she did could
She could have opened the door with the key.

ndja Máritu ngli3fkiexluɔʒa Márixá
ndja máry-tu ngli3f-ki-ex-łuɔʒ-ɔʒə mári-xa
if Mary.def-erg.sg.spi attack-3.whl.sg-3.erg.sg-mon-sub Mary.def-whl.sg.spi
if Mary attack him she Mary
jaʃenkimɔʒa jaʃen-ki-r-mɔ-ɔʒə-ɔŋ
die-3.whl.sg-cont-inf-sub-decl die she be would
If Mary attacked him, Mary would be dead.

Desirative [des]
Indicating desire for the verb to happen or not happen (in the case of a negative verb)

-lɔ-
Primary Mood
Primary mood is only used with the main and final verb in an independent clause. In all other cases, primary mood is omitted.

Declarative [decl]
Statement. This is a statement.

-I-

Interrogative [int]
Question. Is this a question?

-I-

Imperative [imp]
Command or prohibition. Don’t say that!

-ŋe-
PREPOSITIONS

Zír uses noun cases instead of most prepositions, however there are still a few prepositions that may be included in the verb phrase similar to manner adjectives.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Zír</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>rɔʒa</td>
<td>but</td>
</tr>
<tr>
<td>across</td>
<td>tnij</td>
<td>down</td>
</tr>
<tr>
<td>after</td>
<td>ekəs</td>
<td>except</td>
</tr>
<tr>
<td>against</td>
<td>nga3xni</td>
<td>like</td>
</tr>
<tr>
<td>along</td>
<td>olni</td>
<td>near</td>
</tr>
<tr>
<td>as</td>
<td>ab</td>
<td>next</td>
</tr>
<tr>
<td>because</td>
<td>ʒmbas</td>
<td>off</td>
</tr>
<tr>
<td>behind</td>
<td>kmixna</td>
<td>on</td>
</tr>
<tr>
<td>below</td>
<td>ʒ3</td>
<td>until</td>
</tr>
<tr>
<td>between</td>
<td>ĩfa</td>
<td>up</td>
</tr>
<tr>
<td>beyond</td>
<td>ɔʒku</td>
<td>versus</td>
</tr>
</tbody>
</table>

ADJECTIVES

Adjectives are treated as a subclass of verbs in Zír. To translate “She is tall” from English into Zír, one would in essence be saying “She talls.” The same is true of color terms, and “The book is red” would be said “The book reds.”

vivtta3a  fṃwikir3a
book.def-w hl.sg  red-3.w hl.sg-cont-sgt-decl
The book reds it

ADVERBS

Adverbs of Manner

Adverbs of manner are not considered free morphemes, or even a part of speech, in Zír, rather being an affix attached to the verb in a clause.

v3kifxa  fa3akiexa3ifnɔfu
himself  hug he him now tightly.

I hear she is skillfully sewing the scrap fabrics into a dress.

He is hugging himself tightly.
Temporal Adverbs

Unlike adverbs of manner, temporal adverbs are a distinct class in Zị́r. While they are not required, most speakers generally prefer to use them regularly in discourse. Words that convey a relationship in time “during,” “before,” “after” are not considered temporal adverbs. Considered under temporal adverbs are: definitive time, and definite and indefinite frequencies.

The girl was reading a book yesterday.

<table>
<thead>
<tr>
<th>Definitive Time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>now</td>
<td>aris</td>
</tr>
<tr>
<td>then</td>
<td>ira</td>
</tr>
<tr>
<td>today</td>
<td>ilof</td>
</tr>
<tr>
<td>tomorrow</td>
<td>kaf</td>
</tr>
<tr>
<td>yesterday</td>
<td>tji</td>
</tr>
<tr>
<td>day after tomorrow</td>
<td>famis</td>
</tr>
<tr>
<td>day before yesterday</td>
<td>mɔav</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Definite Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hourly</td>
<td>tɔiz</td>
</tr>
<tr>
<td>daily</td>
<td>ọjiz</td>
</tr>
<tr>
<td>weekly</td>
<td>uiriz</td>
</tr>
<tr>
<td>fortnightly</td>
<td>uvtnɔjiz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indefinite Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>always/never</td>
<td>sai</td>
</tr>
<tr>
<td>often/rarely</td>
<td>nittux</td>
</tr>
<tr>
<td>sometimes</td>
<td>fjuf</td>
</tr>
</tbody>
</table>

When used with a positive verb, these frequency adverbs have a positive meaning, when used with a negative verb, they have a negative meaning.

She rarely fought.

<table>
<thead>
<tr>
<th>Suffixes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>little.freq</td>
<td>fight-3.erg.sg-neg-cncl-sgt-decl</td>
</tr>
<tr>
<td>rarely</td>
<td>fight she not did</td>
</tr>
</tbody>
</table>

She often fought.
**SIMPLE SENTENCES**
A simple sentence constitutes a single independent clause.

**Constituent Order**
Simple declarative, hortative, imperative, exclamative, and interrogative clauses all have the same order of constituents within the phrase, although there is a minor difference with some interrogative clauses.

\(<(\text{absolute noun phrase}) + (\text{ergative noun phrase}) + (\text{locative noun phrase}) + (\text{dative noun phrase}) + (\text{benefactive/commative/abessive/translative noun phrase}) + (\text{instrument noun phrase}) + (\text{temporal phrase}) + \text{verb phrase}>\)

**Interrogative Clauses**

**Content**
The question word simply replaces the relevant content noun phrase in the standard constituent order.

sufxa      fațaexați
suf-xa     fața-e:x-a3-i
who-whel.spi.sg  hug-3.sg.erg-prog-int
who          hug  he  now?
Who is he hugging?

**Yes/No**
Normal constituent order. Marked only with interrogative mood and final upwards intonation.

zóznezi     nóafxa     iv0     í3mbexa     sakiri
zózne-zi     nőaf-xa     ívo:     í3meb3-xa     sa-ki-r-i
the flowers    the man     her     the uncle     he is?
Is the man with the flowers her uncle?

**Disjunctive**
There are two variations on the disjunctive “or” questions in Ziř; one which allows choice of one of the list or whether you want something at all. (As in “would you like coffee or tea?” can be answered “no thank you” or “tea.”) However in either case, the structure is the same. Simply stick the appropriate morpheme between the options in the same way “or” is used in English.

juri       dnùnn     pafiskkú3f5a     ja     tűruv30
ju:ri     dnùn-m     pafiskku-kí3f3a     fa     tűr:vu:30:
some    books.indf-erg.pl.spi     moss-log.indf-whel.sg    or    bowl.indf-gen.sg
some books    a mossy log     or     a bowl of
       avpi:stonfuðmo     sakimbor:leəovi:di
       avpi-ston:frú:t-mo     sa-ki-mbo-r-le:-a-o:ivi:di
       overripe-stone-fruit.indf-whel.pl     copula-3.whl.sg-3.erg.pl-cont-otr-decl-permissible
       overripe stone fruits     be it they permissible
Some books are permitted to be a mossy log, or a bowl of overripe stone fruit.
COMPLEX SENTENCES

Compound Sentences
In English a compound sentence consists of two or more independent clauses connected with a coordinating conjunction, but in Zîr a sentence may have only one independent clause. This means that even compound sentences are formed with only a single independent clause attached to dependent clauses. However, independent clauses are easy to turn into dependent clauses, simply by removing any verbal mood. The coordinating conjunction is suffixed to the last word in the dependent clause, which in a compound sentence always precedes the independent clause.

Making languages is difficult, but it has been done.

Coordinating Conjunctions

<table>
<thead>
<tr>
<th>For</th>
<th>sklai</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>ndla</td>
</tr>
<tr>
<td>Nor</td>
<td>fma</td>
</tr>
<tr>
<td>But</td>
<td>xma</td>
</tr>
<tr>
<td>Or (pick one of list)</td>
<td>ja</td>
</tr>
<tr>
<td>Or (pick yes/no for whole list)</td>
<td>fra</td>
</tr>
<tr>
<td>Yet</td>
<td>ŋgmė</td>
</tr>
<tr>
<td>So</td>
<td>ŋẹ́i</td>
</tr>
</tbody>
</table>

COMPLEX CLAUSES

A complex clause contains one independent clause, with one or more dependent clauses attached by a subordinating conjunction (suffixed at the end of the dependent clause). Independent clauses are easy to turn into dependent clauses, simply by removing any verbal mood, and suffixing the subordinating conjunction to the last word in the clause.

Subordinate (Adverbial) Clauses

A subordinate clause is a dependent clause that answers a question about how, when, where, or why something occurs.

I ate while you were asleep.
I went after a girl
I met her

I met a girl after I went to the park.

Subordinating Conjunctions

<table>
<thead>
<tr>
<th>Conjunction</th>
<th>ndusna</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td></td>
</tr>
<tr>
<td>although</td>
<td></td>
</tr>
<tr>
<td>because</td>
<td></td>
</tr>
<tr>
<td>before</td>
<td></td>
</tr>
<tr>
<td>even though</td>
<td></td>
</tr>
<tr>
<td>if</td>
<td></td>
</tr>
<tr>
<td>since</td>
<td></td>
</tr>
<tr>
<td>though</td>
<td>keʒil</td>
</tr>
<tr>
<td>unless</td>
<td>fjafo</td>
</tr>
<tr>
<td>until</td>
<td>mbna</td>
</tr>
<tr>
<td>when</td>
<td>vexnä</td>
</tr>
<tr>
<td>whenever</td>
<td>vexnaji</td>
</tr>
<tr>
<td>whereas</td>
<td>kaxlo</td>
</tr>
<tr>
<td>wherever</td>
<td>xlov</td>
</tr>
<tr>
<td>while</td>
<td>ɛzusä</td>
</tr>
</tbody>
</table>

Relative (Adjective) Clauses [rel]
A relative clause in English begins with a relative pronoun (who, whom, whose, which, that) or relative adverb (when, where, why) and fills information about what kind, how many, or which one. The entire relative clause precedes the phrase which it modifies.

In Zîr relative clauses are marked with a relative clause marker at the end of the clause.

-iva-

Márim zirkie̱x33oiva
Mári-im zi̱r-ki̱-ex-3̱-3̱-iva
Mary.def-dat.spi.sg speak-whl.3.sg-erg.3.sg-prg-sgt-rel
to mary speaking she she that
  minu̱tu njuvi̱3aexę̱33a
girl.def-erg.spi.sg meet-whl.1.sg-erg.3.sg-cncl-sgt-decl
the girl I met her

I met the girl who was talking to Mary.

In colloquial speech, verbs in relative clauses drop nearly all repetitive information.

Márim zira3iva minu̱tu njuvi̱3aexę̱33a
Mári:-im zir-3a-iva minu-:tu njuvi-:3a-ex-ev-3ə-a
Mary.def-d.spi.sg speak-prg-rel girl.def-erg.spi.sg meet-whl.1.sg-erg.3.sg-cncl-sgt-decl
to mary speaking that the girl I met her
I met the girl who was talking to Mary.

Noun Clauses
A noun clause that fills the role of a noun.
In noun clauses, all other elements follow the head noun or pronoun, but in the same order they would otherwise come preceding the noun in a regular noun phrase.
Is the man with the flowers her uncle?

The man with the flowers is not her uncle.

**Glosses**

30vę mave sunnakizw3a
30ve: mave: sunna:-ki-zv-z-va
3.whl.sg 1.erg.sg paint-3.whl.sg-1.erg.sg-conc-sgt-decl
it.all I I painted it all.
I painted it completely.

30v mave sunna-fzv3a
30v: mave: sunna:-fz-v-z-va
3.prt.sg 1.erg.sg paint-3.prt.sg-1.erg.sg-conc-sgt-decl
it.some I I painted some of it.
I painted some of it.

30vę mivę sunnakizw3a
30ve: mive: sunna:-ki-zv-z-va
3.whl.sg 3.erg.sg paint-3.whl.sg-1.erg.sg-conc-sgt-decl
it.all she/he I painted it all.
She/he painted it completely.

ixa axo xraʒxa sakirfua
is-xa axo: xraʒ-xa sa-ki-r-fu-a
this-whl.spi.sg 1.sg.pos cat.def-whl.spi.sg copula-3.sg.whl-cont-gnrl-decl
this my the cat it is
This is my cat.

nda xa axo xraʒxa sakirfua
nda-xa axo: xraʒ-xa sa-ki-r-fu-a
that.near.you-whl.spi.sg 1.sg.pos cat.def-whl.spi.sg copula-3.sg.whl-cont-gnrl-decl
that my the cat it is
That (by you) is my cat.

vrixa axo xraʒxa sakirfua
vri-xa ax: xraʒ-xa sa-ki-r-fu-a
that.far-whl.spi.sg 1st.sg.pos cat.def-whl.spi.sg copula-3.sg.whl-cont-gnrl-decl
that my the cat it is
That (over there) is my cat.
everyone-whl.spi.pl  speak-3.pl.whl-cur-sense-decl
everyone  speak they.all (I hear)
Everyone speaks.

Is he hugging himself tightly?

Who is he hugging?

Who is he hugging?

I did not paint the whole house.

The language part of I speak some Zır.

I speak some Zır.

I did not paint the whole house.

I spoke some Zır.

The language part of speak some I do.

A house paint

everyone  speak they.all (I hear)
Everyone speaks.

Is he hugging himself tightly?

Who is he hugging?

Who is he hugging?

I did not paint the whole house.

I speak some Zır.
I painted part of the house.

I heard Flami painted the whole house.

I hear he gave flowers to his wife.

That is Mary’s house.

She painted the whole house for Flami?

She is standing outside the house.

She is standing inside the house.

She did not run out of the house.
She ran into the house.

She is standing at the house.

She is running towards the house.

She ran away from the house.

She ran from the house to the garden.

She ran around the house.

She could have opened the door with the key.

She has a habit of running with her two friends.
She ran without her hat.

I hear she is skillfully sewing the scrap fabrics into a dress.

He is hugging himself tightly.

The book is red.

She rarely fought.

She often fought.

I ate while you were asleep.
They went to school.

The man with the flowers is not her uncle.

Ask Joe what he wants to eat.

I met the girl who was talking to Mary.

I met a girl after I went to the park.

Márim zırkięxa3ɔива
Mári-im zir-ki-ex-a3-ʒ-a-iva
Mary.def-dat.spi.sg speak-whl.3.sg-erg.3.sg-prg-sgt-rel
to mary speaking she she that
minuṭu njuvi3aęęcz3a
minu-ṭu njuvi-3a-ex-ev-ʒ-ə-a
girl.def-erg.spi.sg meet-whl.1.sg-erg.3.sg-cncl-sgt-decl
the girl I met her
I met the girl who was talking to Mary.

Márim zırą3iva minuṭu njuvi3aęęcz3a
Mári-im zir-a3-iva minu-ṭu njuvi-3a-ex-ev-ʒ-ə-a
Mary.def-d.spi.sg speak-prg-rel girl.def-erg.spi.sg meet-whl.1.sg-erg.3.sg-cncl-sgt-decl
to mary speaking that the girl I met her
I met the girl who was talking to Mary.

jɔnya niakięxa3ɔ Ndgóxa vban'kǐmise
jɔn-3a nia-ki-ex-a3-Ł-o Ndgóxa vban-ki-im-is-e:
what eat it he wants Joe ask him you
Ask Joe what he wants to eat.

zóznezi nɔafa xa ivo i3mbe3xa sakiri
zózne-zi nɔaf-xa ivo:i3mbe:3-xa sa-ki-r-i
the flowers the man her the uncle he is?
Is the man with the flowers her uncle?

zóznezi nɔafa xa ivo i3mbe3xa sakialra
zózne-zi nɔaf-xa ivo:i3mbe:3-xa sa-ki-al-r-a
the flowers the man her the uncle he not is
The man with the flowers is not her uncle.

ixidávev ndaŋguvmɔa
ixi-xláv-ev nda-ngu-v-mɔ-a
learn-place-al.sg go-3.whl.pl-cncl-inf-decl
to school went they
They went to school.
We went to school.

I go to school.

You go to school.

She goes to school.

He goes to school.

They go to school.

I read a book. (current)
You read a book. (current)

She reads a book.

He reads a book.

They read a book. (current)

We read a book. (current)

I read a book. (concluded)
He reads a book. (concluded)

They read a book. (concluded)

We read a book. (concluded)

The girl planted a flower.

The girl is planting a flower.

The boys planted a flower.

The boys are planting a flower.

I hug you.
ŋgiaskizɔsʒa
ŋgias-ki-ʒɔ-ʒɔ-ŋa
hug-3.whl.sg-1.erg.sg-mom-sgt-decl
hug her I
I hug her.

ŋgiaskizɔsʒa
ŋgias-ki-ʒɔ-ʒɔ-ŋa
hug-3.whl.sg-1.erg.sg-mom-sgt-decl
hug him I
I hug him.

ŋgiasŋguzɔsʒa
ŋgias-ŋgus-ʒɔ-ʒa
hug-3.whl.pl-1.erg.sg-mom-sgt-decl
hug them I
I hug them.

ŋgiasʒainsʒa
ŋgias-ʒa-im-is-ʒa-ŋa
hug-1.whl.sg-2.erg.sg-mom-sgt-decl
hug me you
You hug me.

ŋgiaskimisʒa
ŋgias-ki-im-is-ʒa-ŋa
hug-3.whl.sg-3.erg.sg-mom-sgt-decl
hug her you
You hug her.

ŋgiaskimisʒa
ŋgias-ki-im-is-ʒa-ŋa
hug-3.whl.sg-3.erg.sg-mom-sgt-decl
hug him you
You hug him.

ŋgiasŋguimisʒa
ŋgias-ŋgu-im-is-ʒa-ŋa
hug-3.whl.pl-3.erg.sg-mom-sgt-decl
hug them you
You hug them.

ŋgiasjaimisʒa
ŋgias-xa-im-is-ʒa-ŋa
hug-1.excl.whl.pl-3.erg.sg-mom-sgt-decl
hug us you
You hug us.
You hugged me.

You hugged her.

You hugged them.

You hugged him.

You hugged them.

You hugged us.
ŋgias-3a-ex-ev-ʒɔ-a
hug-1.whl sg-3.erg sg-cncl-sgt-decl
hug me she
She hugged me.

ŋgias-ri-ex-ev-ʒɔ-a
hug-2.whl sg-3.erg sg-cncl-sgt-decl
hug you she
She hugged you.

ŋgias-ki-ex-ev-ʒɔ-a
hug-3.whl sg-3.erg sg-cncl-sgt-decl
hug him she
She hugged him.

ŋgias-ki-ex-ev-ʒɔ-a
hug-3.whl sg-3.erg sg-cncl-sgt-decl
hug her she
She hugged her.

ŋgias-ngu-ex-ev-ʒɔ-a
hug-3.whl pl-3.erg sg-cncl-sgt-decl
hug them she
She hugged them.

ŋgias-ka-ex-ev-ʒɔ-a
hug-1.excl whl pl-3.erg sg-cncl-sgt-decl
hug us she
She hugged us.

ŋgias-3a-ex-im-ʒɔ-a
hug-1.whl sg-3.erg sg-hbt-sgt-decl
hug me she
She hugs me.

ŋgias-ri-ex-im-ʒɔ-a
hug-2.whl sg-3.erg sg-hbt-sgt-decl
hug you she
She hugs you.
ŋgiaskìɛɛɛà
ŋgias-ki-ɛx-ɪm-ʒɔ-a
hug-3.whl.sg-3.erg.sg-hbt-sgt-decl
hug him she
She hugs him.

ŋgiaskìɛɛɛà
ŋgias-ki-ɛx-ɪm-ʒɔ-a
hug-3.whl.sg-3.erg.sg-hbt-sgt-decl
hug her she
She hugs her.

ŋgasŋgəɛɛɛà
ŋgias-ŋgə-ɛx-ɪm-ʒɔ-a
hug-3.wlpl-3.erg.sg-hbt-sgt-decl
hug them she
She hugs them.

ŋgasŋkaɛɛɛà
ŋgias-ka-ɛx-ɪm-ʒɔ-a
hug-1.excl.wlpl-3.erg.sg-hbt-sgt-decl
hug us she
She hugs us.

ʃátu
ŋgias3aɛɛɛà
ʃá-tu
ŋgias-3a-ɛx-ɛv-ʒɔ-a
boy.def.ɛrg.spi.sg
hug-1.wl.ɛrg.sg-3.ɛrg.sg-cncl-sgt-decl
the boy
hug me he
The boy hugged me.

rɛ́i
ʃátu
ŋgias3iɛɛɛà
rɛ́-i
ŋgias-ki-ɛx-ɛv-ʒɔ-a
dog.def-wl.spi.sg
boy.def-ɛrg.spi.sg
the dog
the boy
hug it he
The boy hugged the dog.

mɪnuxa
ʃátu
ŋgias3iɛɛɛà
mɪnú-ixa
ŋgias-ki-ɛx-ɛv-ʒɔ-a
girl.def-wl.spi.sg
boy.def-ɛrg.spi.sg
the girl
the boy
hug she he
The boy hugged the girl.

ʃátu
ŋgiasrɛɛɛà
ʃá-tu
ŋgias-ri-ɛx-ɛv-ʒɔ-a
boy.def-ɛrg.spi.sg
hug-2.wl.ɛrg.sg-3.ɛrg.sg-cncl-sgt-decl
the boy
hug you he
The boy hugged you.
The boy is hugging me.

The boy is hugging the dog.

The boy is hugging the girl.

The boy is hugging you.

The girl is reading a book right now.

The girl will read a book tomorrow.

The girl was reading a book yesterday.

The dog jumped.
The intelligent dog is jumping.

The girl hugged the big intelligent dog.

The dog jumps all the time.

I hugged this dog. (near speaker)

I hugged that dog.

I hugged that dog.

The dog is hungry.

The dog was hungry.
Oh goodness, I don't have any clothes to wear to the dance!

Where is the bathroom?

The girl planted three yellow flowers.

Making languages is difficult, but it has been done.

I have lost my pants.

Where is the bathroom?

Oh goodness, I do not have any clothes to wear to the dance!
Where is the yarn store?

The yarn store always lies.

Except 83.

Some books are permitted to be a mossy log, or a bowl of overripe stone fruit.

Not all books have to fit conventional narrative structure.

If Mary attacked him, Mary would be dead.

Some books are never permitted to be inside the traditional narrative rune.

Some books may be a mossy log, or a bowl of overripe stone fruit.
Where is the bookstore?

I like rum.

Rum is good.

They say nobody should eat before swimming.

The fruit is big.

The dog was pretty.
The dog ate the fruit.

Her book is big.

The girl's book is big.

My dog went to school yesterday.

The girl's dog went to school yesterday.

I did not go to school.

You did not go to school.

She did not go to school.
He did not go to school.

You do not go to school.

I do not go to school.

The girl's dog is not big.

Go to school!

I did not want to go to school.

Everyone over there will die.

**ABBREVIATIONS**

- abs  abessive
- bnf  benefactive
- cncl  conclusive
- comm  commative
- cont  continuative
cur  currentive
dat  dative
decl declarative
def  definite
dl  dual
erg  ergative
excl exclamatory
freq frequency
gen  genitive
gnrl general knowledge
hbt  habitual
hrs  hearsay
imp  imperative
indf  indefinite
inf  inference from evidence
inst  instrumentive
int  interrogative
itr  iterative
loc  locative
   en  enessive
   in  inessive
   el  elative
   il  illative
   ad  adessive
   al  allative
   ed  edative
   cr  circcative
mom  momentive
mon  monumentive
neg  negative
pl  plural
pos  possessive
prf  prophetitive
prg  progressive
prt  partitive
rfls reflexive
sg  singular
spi  spiritual
sgt  sight
otr  other (senses)
subj  subjunctive
trns translative
whl  wholative