CHAPTER
TWO
BASIC WORD ORDER
BASIC WORD ORDER

Basic Word Order is usually defined as "the form of sentence which is simple, declarative and affirmative, and is in the active voice" (Syal and Jindal, 1998: 77). However, all sentence types which exist independently and are not derived from other sentence might be said to constitute Basic Word Orders.

The labels "statement", "interrogative", "exclamative" and "imperative" or "directive" are, broadly speaking, indicative of the primary discourse functions of a language. However, we may talk of more subtle and distinctive discourse functions by taking into account the various speech acts and pragmatic situations. It should, of course, be borne in mind that the discourse functions of the word orders include both the functions of the sentences and those of the different constituents like subject, object, verb, complement, adjunct (adverbials, phrases, non-finites etc.), and so on. It will, perhaps, not be proper to discuss the functions of the total sentences without discussing the functions of the constituents individually. We also propose not to compartmentalize the semantic functions and the discourse functions, but to synthesize both the functions into one. That is to say, the semantic functions of the functional elements or constituents are integrated into the discourse functions at the sentence level.

2.1 BASIC WORD ORDERS IN ENGLISH AND THEIR DISCOURSE FUNCTIONS:

The basic word orders in English might be talked in terms of the following patterns:
1. S + V
2. S + V + C
3. S + V + O
4. S + V + A
5. S + V + O + O
6. S + V + O + A
7. S + V + O + C
8. S + V + C + A
9. D.S. + V + N.S.

2.1.1 S + V:

"S + V" constitutes the most basic word order in English. However, this word order may be further categorised into 16 patterns, depending upon the form of the verbal element.

(a). S + V_o:

In this structure the subject of the first person singular and plural numbers, the second person singular and plural numbers, and the third person plural number agree with "V_o" form of the verb. This form of verb denotes timeless present, habitual action or universal truth of the statement. For example,

I eat. \hspace{1cm} (1)
We eat. \hspace{1cm} (2)
You (sg./ pl) read. \hspace{1cm} (3)
They read. \hspace{1cm} (4)

This word order is expressive of the following discourse functions:

(i) It makes a statement as in (1), (2), (3) and (4).
(ii) It has directive function. The second person subject used with "V_o" form of the verb as in (3) may be used to give instruction, advice, order, etc.
(b) $S + V_{-s}$:

The " $V_{-s}$ " form of the verb indicates the indefinite present time, habitual action, universal truth, etc. with respect to the third person singular number subject. For example,

He reads  \hspace{1cm} (5)
The dog barks.  \hspace{1cm} (6)
The boy goes.  \hspace{1cm} (7)
She sings.  \hspace{1cm} (8)

This order is expressive of a statement, which conveys information.

(c) $S + V_{-ed}$:

This structure indicates the simple past time having the concord of the " $V_{-ed}$ " form of the verb with any subject irrespective of its person or number. The verb denotes an action that took place at a particular time in the past. For example,

\underline{The children} played.  \hspace{1cm} (9)
$S$

Here, the subject has agentive role.

\underline{The door} opened. (Some body opened the door.)  \hspace{1cm} (10)
$S$

Here, the subject has the affected role, which is typical of direct object.

\underline{An arm} rose. ( I rose an arm. )  \hspace{1cm} (11)
$S$

Here, the subject has the function of an external causer. It has also the same role of a direct object.

The word order " $S + V_{-ed}$ " denotes the following discourse functions.

(i) It is expressive of statement, which simply conveys information.
(ii) It indicates in the simple past tense.
(d) S+be+V-ing:

This structure refers to an action which is / was continuing in the present or past time. It expresses incompleteness of an action. The singular subject takes "singular be-verb +V-ing" form and the plural subjects take the "plural be -verb+ V-ing" form. For example,

My dog is / was exercising
The boys are /were gossiping
I am /was writing
We are /were reading.
You (Sg/Pl) are sitting.

The above sentences have the subjects having agentive function.

The discourse function of the word order may be as follows:

It makes a statement, which is expressive of factual reference.

(e) S + have /has /had + V-en:

This type of word order is in present perfect tense or past perfect tense. The "have /has +V-en" form refers to the past time which mentions some action that happened in the past and completed, but has no time reference. Here, the subject of first person (Sg and Pl), the second person (Sg and Pl) and the third person (Pl) take "have +V-en" form, whereas the subject with the third person (Sg) takes "has + V-en" form. The "had+V-en" form denotes the action that had been completed in the remote past. It is especially used in a complex sentence where two clauses denoting the past time are used. The action, which happened earlier, takes the past perfect form. This form is used with the subject irrespective of the person and number. For example,
I have studied. (17)
You have eaten (18)
The flowers have died. (19)
The tree has fallen. (20)
We / The children had eaten. (21)
He had eaten. (22)

In (17), (18), (21) and (22), the subject has the agentive role whereas in (19) and (20), it has affected role.

This word order is indicative of the following function:
It refers to a statement conveying some information about the action in the past time.

(f) S+ have/has/had + been + V-ing:

In this structure the first person (Sg and Pl), the second person (Sg and Pl) or the third person (Pl) takes the auxiliary verb ‘have’ while the third person (Sg) subject takes the aux. ‘has’ while denoting or referring to the present time. But there is no difference in the agreement of the subject and the verb in the past tense. Any subject will take the aux. ‘had’ irrespective of the person and number. This word order refers to an action which began at a particular period of time, is continuing still and may continue for sometime in future.

For example,

I/We have been going. (23)
Mary has been crying. (24)
The doctor had been working. (25)
They had been working. (26)

In the sentences (23) and (25), the subject has the role of an external causer, whereas in (24) it has the role of an agent.
This structure is indicative of a statement referring to a continuous action ending at present or in some past time.

(g) \( S + M + V-o (+O) (+A) \):

This word order consists of “subject” and “modal + V-o” form of the verb. For Example,

Jacob will read the book. \( (27) \)
We shall finish the job. \( (28) \)

The second person and third person subjects take ‘will+V-o’ form whereas the first person subject normally takes ‘shall + V-o’ form to express future time. In contrast, “shall” is used with the second person and third person subjects and “will”, with the first person to express assertion as in \( (29) \), \( (30) \) and \( (31) \) below.

He shall complete his homework in time \( (29) \)
You shall reach the station before time. \( (30) \)
I will get the matter anyhow. \( (31) \)

The following sentences are expressive of willingness on the part of the third person and the second person subjects.

For example,

She shall get her book. \( (32) \)
You shall read according to your wish. \( (33) \)
He will help you if you ask him. \( (34) \)

Here, “shall” is used with the third person and the second person to indicate strong volition in \( (32) \) and \( (33) \), whereas “will”, to express weak volition as in \( (34) \).

The following examples show the difference in the functions of “shall” and “will”.

-31-
Manish shall do whatever I say.  (35)
You shall do whatever I say.   (36)
Manish will do whatever I say.  (37)

The concord of the third person or the second person with "shall +V-o"
or "will + V-o" means the denotation of insistence. Contrasted to this, the
difference in the meaning in the both the forms may be worth-mentioning
here. The examples (35) and (36) express weak volition whereas (37)
expresses strong volition. The sentence (35) means:

"I insist on his doing it whatever you say".

On the other hand, the sentence (37) means:

"He insists on doing it whatever you say".

The following examples (38) and (39) are expressive of timeless
prediction and of habitual prediction respectively.

Oil will float on water.  (38)
He will always talk for hours (39)

Any subject can take "can+V-o" or "could+V-o" form, but the former
pattern denotes the ability in the present or future time while the latter one
denotes the ability in the past. For example,

He can lift the box.   (40)
I could never sing a song. (41)

The following examples depict the uses of "can", "may" and "might".

You can go there. .  (42)
You may go there.    (43)
You go might there.  (44)

Here, all the sentences have the function of giving permission.

But the pattern "can+V-o" is less formal whereas the pattern "may+V-o" is
more formal, and "might+V-o" denotes less certainty of performance of the action.

The example (45) means theoretical possibility while the example (46) means factual possibility.

Anybody can do the sum. (45)
(It is possible to do the sum.)
Anybody may do the sum. (46)
(It is possible that the sum will be done by anybody.)

The following three sentences are expressive of theoretical possibility, factual possibility and futurity respectively.

We might attend the programme. (47)
Your doubt might be true. (48)
He might leave tomorrow. (49)

The following three sentences would denote the characteristic habit. But there is difference in the time reference. The example (50) and (51) refers to the present habit while the example (52) refers to the past habit.

He can often tell lies. (50)
He would often tell lies. (51)
He could be anything. (52)

The following verbal pattern, namely "should +V-o" or "ought to + V-o" denotes obligation or logical necessity.

We should / ought to obey our elders. (53)

The function of the following structures is to express obligation or compulsion.

You must come back by 5 p.m. (54)
You had to come back by 5 p.m. yesterday. (55)
You need n't come back by 5 p.m. (56)
You don't have to come back by 5 p.m. (57)
The pattern "must+V-o" is expressive of assertive statement denoting compulsion in the present time whereas "had to+V-o" expresses compulsion in the past. The patterns in (56) and (57) are expressive of negative statements denoting obligation.

(h) S + M + be + V-ing :

This structure consists of the first person subject agreeing with "shall be + V-ing" or "will be + V-ing" forms, and the second and the third person subjects agreeing with only "will be + V-ing" form. It refers to the continuity of action in future as in (58) and (59) below. On the other hand, "would be + V-ing" form can be used with subject of any person and number which refers to the continuity of action in future of the past as in (60). For example,

\[
\begin{align*}
\text{I shall be reading.} & \quad (58) \\
\text{My friend will be playing.} & \quad (59) \\
\text{He / I would be reading.} & \quad (60)
\end{align*}
\]

This word order is indicative of (i) statement and (ii) future time.

(i) S + M + have + V-en(+O) :

In this type of word order the first person subjects take "shall have+V-en" or "will have+V-en" forms whereas the second person and the third person subjects take only "will have+V-en" form. On the other hand, a subject of any person and number can take "would have + V-en" form or "could have+V-en" form. For example,

\[
\begin{align*}
\text{We shall have reached the place.} & \quad (61) \\
\text{She will have finished her work.} & \quad (62) \\
\text{Ashok would have completed the story.} & \quad (63) \\
\text{I could have done the work.} & \quad (64)
\end{align*}
\]

This pattern is expressive of (i) a statement, (ii) the completion of action in future as in (61) and (62), (iii) the completion of action in future of
the past as in (63), and (iv) ability in the past, that could have been accomplished but could no be done as in (64).

(j) S + M + have + been + V-ing(+A) :

He will have been working hard. (65)
I shall / will have been staying in this house. (66)

This word order is suggestive of (i) statement and (ii) reference to future time denoting an action, which will start at a particular time in future and continue for a longer time in future.

(k) S + do + V-t(+A) :

This word order is similar to "S+V-o" only except the use of "do" here. The operator "do" is the emphatic word in its function, which gives emphasis on the transitive verb, which indicates the action done, or to be done with certainty. For example,

I do go to the library everyday. (67)
He does borrow money from everyone. (68)
She did buy a book from the bookstall. (69)

This order is expressive of a statement, which denotes emphasis.

(l) S + be to + V-i (+A) :

This structure has the verbal form "be to + V-i". For example,

He is to go there. (70)
S be to V-i A
I am to do this just now. (71)

This word order makes a statement, which denotes necessity or obligation.
2.1.2  **S+V+C:**

The word order "S+V+C" can further be categorised into five types depending upon their verbal patterns. The different types of patterns as well as their functions are discussed below:

(a) **S+be+Cs:**

The first person (Sg) and the third person (Sg) go with "am" and "is" respectively in present tense whereas both can take "was" in past tense. On the other hand the first person (Pl), the second person (Sg and Pl) and the third person (Pl) go with "are" in present tense and "were" in past tense. For example,

I am a teacher.  
He is a doctor.  
We / You (Sg and Pl) / They are farmers. .  

In the above sentences, the complement has the role of identification attribute.

I/He was an honest man.  
We / You / They were honest men.  

In (75) and (76) the complement has the role of characterization attribute.

The children are asleep.  
The child was asleep.  

In (77) and (78), the complement has the role of current attribute.

The discourse function of the word order in the examples from (72) to (78) is expression of statement referring to a fact in present or past time.

Contrasted to the above function, the structure is indicative of request by statement as in (79) and (80).
Dinner is ready  
(The meaning here is request to come to eat.)  
He is ready (for the dinner).  

In (79), the subject is affected while in (80), it is agentive.

The third function of this word order is to denote directive function suggesting strong irritation, order or instruction as in (81) and (82) below.

You be quiet.  
Everybody be silent.  

(b) S + M + be + C :  
I shall / will be ready.  
The boy will be ready.  

These sentences are expressive of statements, which refer to futurity.

He can be a thief.  
He may be a thief.  

The example (85) is indicative of habit or certainty while (86) is expressive of possibility.

(c) S + V + C :  
I got angry.  

Here, the subject has the role of external causer and the complement has the role of characterization attribute.

The lights turned dim.  

Here, the subject has affected role and the complement has characterization (resulting attribute).

The word order “S+V+C” is expressive of a statement referring to a fact giving some information.
(d) S + have + C:

The verbal pattern "have+C" goes with any subject except the third person (Sg) which takes "has+C" in present tense. On the other hand "had+C" can be used with any subject irrespective of person and number to denote past tense. For example,

I have / had a book. (89)

She has / had a harmonium. (90)

In this word order, "have" has a stative function. It refers to "possession".

(e) S + L.V.+C²:

Gopi looks sad. (91)

He seems quite rough. (92)

Raghu appears ill. (93)

He becomes confused. (94)

In the above examples, the subject has affected role whereas the complement has the role of characterization attribute.

The function of this word order is to express a statement, which refers to appearance.

2.1.3 S+V+O:

The word order "S+V+O" might be analysed in terms of the functions of the subject and the object. For example,

He knows my address. (95)

I took his bicycle. (96)

In these sentences, the subject has agentive role and the object has that of affected participant.

The farmer is digging a hole. (97)

My wife fried an omelet. (98)

Here, the subject is agentive while the object is resultant.
The soldiers fought a brave fight. \[99\]
Mary will sing a song. \[100\]

In \[99\] and \[100\] the subject is agentive whereas the object is a cognate one. The cognate object cannot be considered a participant. Its function is to repeat, wholly or partially, the meaning of the verb.

The soldiers had a long fight. \[101\]
Kassim and Ali are having an agreement. \[102\]

The subject, in the above sentences, has agentive role while the object has eventive role. The eventive object can be related to a cognate object as it substitutes for the major lexical meaning of the verb whereas the cognate object repeats the lexical meaning.

Meena is playing violin. \[103\]
He nodded his head. \[104\]

Here, the subject has agentive function whereas the object has instrumental role.

The examples so far given are illustrative of statement, i.e., they simply give information on or reference to something. However, \"S+V+O\" word order can have also directive functions. For example,

You mind your own business. \[105\]

Here, the directive function is inclusive of strong irritation.

Somebody open the door. \[106\]

Here, the directive function is inclusive of insistence as well.

2.1.4 \textbf{S+V+A}:

The word order \"S+V+A\" can be further categorized into six types depending upon different types of adjuncts.
(a) S + V + Adverb:

She goes slowly. (107)
Here, the subject is agentive.
The fire is burning low. (108)
Here, the subject is affected.

The function of the word order “S+V+Adverb” is to denote the manner of
action of the verb.

You come here. (109)
Here, vocative “You”, as opposed to imperative subject “You”, is
impolite.

(b) S + V + Adverbial particle:

Ramesh came in (110)
She went away. (111)

The subject has agentive role while the adverbial particle has been
used as the adjunct.

This word order is expressive of a statement giving information.

(c) S + V-i + N / Pronoun:

She died a millionaire. (112)
You should look yourself. (113)

The subject has the affected role in both the sentences and the adjunct in
(112) has the role of characterization attribute.

(d) S + V-i + NP / PP:

This box weighs ten kilos. (114)
We walked (for) five miles. (115)

In (114), the subject is affected whereas in (115) it is agentive. In both the
cases, the adjunct has the role of characterization attribute.
(f) S + V + Prep. + N / Pron. :

Kripesh arrived at school.  
affected locative  

We got into our new car.  
agentive locative  

The baby is lying on the floor.  
positioner locative  

The meeting commenced on yesterday.  
eventive temporal  

My friend agreed to my proposal.  
agentive affected  

The above structures are expressive of statements and give information on or refer to some facts. However, the focus is on the five of adjunct in the structure.

2.1.5 S + V + O + O:

The structure "S+V+O+O" has the following two patterns.

(a) S + V + IO + DO:

We pay the government tax.  
IO DO  

She gave me a push.  
IO DO  

The mother gave the baby a bath.  
IO DO  

In (121) the subject has agentive role whereas in (122) and (123), it has instrumental role. Again, in (121), the IO has taken the role of recipient while in the latter cases, it has the affected role with the verb "give" which usually takes an eventive object.

(b) S+V+DO+Prep.+IO:

It may be seen that IO takes a preposition before it. If it is used after the DO in the structure. For example,
The teacher gave homework to all of us.  (124)

\[
\begin{array}{llllll}
\text{S} & \text{V} & \text{DO} & \text{Prep} & \text{IO} \\
\text{(agentive)} & \text{(resultant)} & \text{(recipient)} \\
\end{array}
\]

He made a new dress for his son.  (125)

\[
\begin{array}{llllll}
\text{S} & \text{V} & \text{DO} & \text{Prep} & \text{IO} \\
\text{(external) } & \text{(resultant)} & \text{(recipient) } \\
\end{array}
\]

causers).

The word order "S+V+O+O" is expressive of the following discourse functions:

(i) It refers to a statement.

(ii) It gives emphasis on the two types of objects used in it.

In contrast to the statement function, this word order can be used for directive function as in (126) and (127).

You give me your scooter.  (126)

Somebody give me a scooter.  (127)

2.1.6 S + V + O + A:

The basic word order "S+V+O+A" can have two sub-orders depending upon the types of adjuncts.

(a) S + V + DO + PP:

Nihar placed the book on the shelf.  (128)

\[
\begin{array}{llllll}
\text{S} & \text{V} & \text{DO} & \text{PP} \\
\text{(agentive)} & \text{(affected)} & \text{(locative)} \\
\end{array}
\]

The storm drove the ship ashore.  (129)

\[
\begin{array}{llllll}
\text{S} & \text{V} & \text{DO} & \text{PP} \\
\text{(external causer) } & \text{(affected) } & \text{(locative) } \\
\end{array}
\]

(b) S + V + DO + Prep. + NP:

The teacher gave homework to all of us.  (130)

\[
\begin{array}{llllll}
\text{S} & \text{V} & \text{DO} & \text{Pr} & \text{NP} \\
\text{(agentive)} & \text{(resultant)} & \text{(recipient)} \\
\end{array}
\]
The different patterns of the word order "S+V+O+A" are indicative of the following discourse functions:

(i) They refer to statements.
(ii) They focus on the object and the adjunct of the sentences in order to change their meanings.

2.1.7 **S + V + O + C / S + V + C + O:**

This word order can be divided into eight patterns depending upon the types of complements.

(a) **S + V + DO + Adv. Particle:**

\[
\begin{align*}
&\text{He} \quad \text{drove} \quad \text{the beggar} \quad \text{away.} \\
&S \quad V \quad DO \quad Ap \\
&\text{(131)} \\
&\text{A car} \quad \text{knocked} \quad \text{it} \quad \text{down.} \\
&S \quad V \quad DO \quad Ap \\
&\text{(external causer)} \quad \text{(affected)} \quad \text{(locative)} \\
&\text{(132)}
\end{align*}
\]

(b) **S + V + Adv. particle + DO:**

\[
\begin{align*}
&\text{He} \quad \text{locked} \quad \text{up} \quad \text{the shelf.} \\
&S \quad V \quad Ap \quad DO \\
&(\text{agentive}) \quad \text{(affected)} \\
&(133)
\end{align*}
\]

(c) **S + V + DO + Adv. Phrase:**

\[
\begin{align*}
&\text{He} \quad \text{put} \quad \text{the papers} \quad \text{in that file.} \\
&S \quad V \quad DO \quad \text{AP.} \\
&(\text{agentive}) \quad \text{(affected)} \quad \text{(locative)} \\
&(134)
\end{align*}
\]

\[
\begin{align*}
&\text{Engineers are building massive hydroelectric projects in China} \\
&S \quad V \quad DO \quad \text{AP.} \\
&(\text{agentive}) \quad \text{(affected)} \quad \text{(locative)} \\
&(135)
\end{align*}
\]

(d) **S + V + DO + Adj.:**

\[
\begin{align*}
&\text{Sahil pushed the door open.} \\
&S \quad V \quad DO \quad C \\
&(\text{agentive}) \quad \text{(affected)} \quad \text{(resultant)} \\
&(136)
\end{align*}
\]
The child has made his dress dirty.  
\[ S \quad V \quad DO \quad C \]  
(agentive) (affected) (characterization attribute)

(e) \( S + V + O + Co \):

I named my daughter Shivani.  
\[ S \quad V \quad O \quad Co \]  
(agentive) (affected) (identification attribute)

He declared her the winner.  
\[ S \quad V \quad O \quad Co \]  
(agentive) (affected) (characterization attribute)

(f) \( S + V + O + \text{Present Participle} / \text{Past Participle} \):

I saw the boatsman crossing the river.  
\[ S \quad V \quad O \quad Co \]  
(agentive) (affected) (process)

We should make our ideas known.  
\[ S \quad V \quad O \quad Co \]  
(agentive) (affected) (resultant)

The discourse functions of the word order "S+V+O+C" are as given below.

(i) It is expressive of statement denoting assertion.

(ii) It gives focus on the object and the complement. Depending upon the context, the function of the complement can be locative, resultant, attributive or denoting process.

2.1.8 \( S + V + C + A \):

The word order consists of the elements such as, the subject, the verb, the complement and the adjunct. For example,

He is sure of his success.  
\[ S \quad V \quad C \quad A \]  

She feels certain about her friend's arrival. \hfill (143)

\begin{tabular}{c c c c}
S & V & C & A
\end{tabular}

The subject has the role of affected participant and the complement has the role of characterization attribute in the above examples.

This word order is expressive of a statement denoting certainty (as in 142 and 143).

2.1.9 DS + V + NS³:

This structure consists of a dummy subject followed by a verb and the real subject. For example,

There is a house (on the road). \hfill (144)
DS V NS

It is all work. \hfill (145)
DS V NS

2.2. BASIC WORD ORDERS IN ORIYA AND THEIR DISCOURSE FUNCTIONS:

The Basic Word Orders in Oriya might be talked in terms of the following patterns.

1. S+V
2. S+C+V
3. S+O+V
4. S+A+V
5. S+O+O+V
6. S+O+A+V
7. S+A+C+V
2.2.1 S+V:

In Oriya, "S+V" constitutes the most basic word order which may further be categorised into 28 patterns depending upon the form of the verbal element.

(a) S + V-e:

In Oriya, the verb is inflected in accordance with the person and the number of the subject. The subjects of first person and third person singular numbers take "V-e" form. For example,

\[
mū paddhe \quad \text{(146)}
\]

I read

(S) (V-e)

\{I read (daily)\}

Let me read.

\[
se paddhe. \quad \text{(147)}
\]

he/she read

(He/She reads.)

\[
surīya pūrba digare, udaya hue. \quad \text{(148)}
\]

Sun in the east rise

(The sun rises in the east.)

The structure "S+V-e" is expressive of the following discourse functions:

(i) It makes a statement conveying information as in (146) and (147).

(ii) It also asks for permission to do a job in case of only first person as in (146).

(iii) It denotes timeless present, habitual action or universal truth as in (148).
(b) $S + V-u$:

The subjects of first person (Pl.), second person (Sg.) and third person (Sg.) take "V-u" form of the verb. For example,

\[
\begin{align*}
\text{āme } & \text{ padhu.} \\
\text{we } & \text{ read} \\
\text{(S) } & \text{ (V-u)} \\
\text{(We read.)}
\end{align*}
\]

\[
\begin{align*}
\text{tu } & \text{ padhu.} \\
\text{you(Sg.) read} \\
\text{(You read.)}
\end{align*}
\]

\[
\begin{align*}
\text{se } & \text{ padhu. (taku padhibaku dia.)} \\
\text{he } & \text{ read} \\
\text{(Let him read.)}
\end{align*}
\]

\[
\begin{align*}
\text{banabhojiṭte } & \text{ hau} \\
\text{a picnic } & \text{ be} \\
\text{(Let there be a picnic.)}
\end{align*}
\]

The structure "$S+V-u$" has the following discourse functions:

(i) It is expressive of a statement.

(ii) It denotes simple present with respect to first person (Pl.) and second person (Sg.).

(iii) It also denotes suggestion, proposal to do a job or giving permission in case of third person (Sg.).

(c) $S + V-a$:

In this structure, the subject of second person (Sg. or Pl.) takes "V-a" form of the verb. For example,

\[
\begin{align*}
\text{tu/tume } & \text{ padha.} \\
\text{you(Sg.) read} \\
\text{(S) } & \text{ (V-a)} \\
\text{(You read)}
\end{align*}
\]
The structure "S+V-a" has the following discourse functions:
(i) It is expressive of a statement giving reference to some fact.
(ii) It refers to habitual present.
(iii) It is expressive of directive function denoting, command, order, advice, etc.

(d) S + V-anti:

The second person (honorable) subjects take with them "V-anti" form of the verb stem. For example,

āpana ponganti.  (155)
you(Sg.hon.) read
(S) (V-anti)
(You read.)

āpanamane ponganti.  (156)
you(Pl.hon.) read
(You read.)

This structure is expressive of a statement referring to timeless present or habitual action with respect to second person (Sg. and Pl.hon.) subjects.

(e) S + V-antu:

The second person (Sg. and Pl.hon.) subjects take "V-antu" form of the verb stem.

For example,
āpana paḍhantu.  
(padh-antu)  
you(Sg.hon.) read  
(S)  
(V-antu)  
(You read.)

āpanamāne paḍhantu.  
you(Pl.hon.) read  
(You read.)

This pattern of the word order is expressive of directive function denoting command, advice, suggestion, etc. with respect to second person (both Sg. and Pl.hon.) subjects.

(f) S + V-ilā:

The third person (Sg.) subject takes "V-ilā" form of the verb. The third person inanimate subject takes the same form irrespective of the number. For example,

se lekhila.  
(lekh-ila)  
he wrote  
(S)  
(Vila)  
(He wrote.)

phalati paḍila.  
(pad-ila)  
fruit fell  
(The fruit fell down.)

phalagudāka paḍila.  
fruits fell  
(The fruits fell down.)
(g) S + V-ili:

There is concord between the first person (Sg.) subject and "V-ili" form of the verb. For example,

\[
\begin{array}{c}
mū \text{ lekhili} \quad (162) \\
\text{(lekh-ili)} \\
\text{I wrote} \\
(S) \quad (V-ili) \\
(\text{I wrote.})
\end{array}
\]

(h) S + V-ulu:

The second person (Sg.) and the first person (Pl.excl.) subjects take "V-ulu" form of verb with them. For example,

\[
\begin{array}{c}
tu \text{ khāilu.} \quad (163) \\
\text{(khā-ulu)} \\
\text{you(Sg.) ate.} \\
(S) \quad (Vulu) \\
(\text{You ate.})
\end{array}
\]

\[
\begin{array}{c}
āme \text{ khāilu.} \quad (164) \\
\text{we(excl.) ate} \\
(\text{We ate.})
\end{array}
\]

(i) S + V-ila:

The subjects of second person (Sg. and Pl.) take "V-ila" form of the verb stem. For example,

\[
\begin{array}{c}
tume/ \text{ tumemāne} \text{ khāila.} \quad (165) \\
\text{(kha-ila)} \\
\text{you(Sg.) / You(Pl.) ate} \\
(\text{You ate.})
\end{array}
\]

(j) S + V-ile:

The subjects of third person (Sg.hon.), third person (Pl.), second person (Sg. & Pl.hon.), and first person (Pl.inclusive) take "V-ile" form. For example,
bāpā khāile.  
(khā-ile)  
father ate  
(S) (V-ile)  
(Father ate.)

pilāmāne khelile.  
(khel-ile)  
children played  
(The children played.)

āpāna / āpaṇamāne lekhile.  
(lekh-ile)  
You(Sg.hon) / You(Pl.hon.) wrote  
(You wrote.)

ānemāne lekhile.  
we(Incl.) wrote  
(We wrote.)

The structures from (f) to (j) are expressive of the following discourse functions:
(i) They make statement giving information about the action or fact.
(ii) They refer to the simple past action which means an action completed in a particular time.

(k) S + V- ilaṇi/V-ilāṇi/V-iluṇi/V-ilipi/V-ileṇi:

The completive clitic “-ṇi” may be added to the verbal forms in simple past tense mentioned in structures (f) to (j) as a result of which such forms like “V-ilaṇi”, “V-ilāṇi”, “V-iluṇi”, “V-ilipi” and “V-ileṇi” which are used with the subjects of different persons and numbers.
For example,

\[
\begin{align*}
\text{se lekhilāni.} & \quad (170) \\
\text{(lekh-illa) } & \quad \text{he/she has written} \\
\text{(S) (V-illa) } & \quad \text{(He/She has already written.)} \\
\text{semāne galeni; } & \quad (171) \\
\text{(ja-ilen) } & \quad \text{they have gone} \\
\text{(S) (V-ilen) } & \quad \text{(They have already gone.)} \\
\text{mu khālili. } & \quad (172) \\
\text{(kh-a-ili) } & \quad \text{I have eaten} \\
\text{(I have already eaten.)} & \\
\text{The discourse function of this structure is reference of the past time, i.} \\
\text{e., action already completed.} \\
\end{align*}
\]

(i) S + V-iba:

The subjects of third person singular and second person singular and plural take "V-iba" form of the verb. For example,

\[
\begin{align*}
\text{hiati nāciba.} & \quad (173) \\
\text{(nāc-iba) } & \quad \text{the girl will dance} \\
\text{(S) (V-iba) } & \quad \text{(The girl will dance.)} \\
\text{rosī khejiba. } & \quad (174) \\
\text{(khej-iba) } & \quad \text{Rosy will play} \\
\text{(Rosy will play.)} & \\
\text{tune/tunemāne lekhiba.} & \quad (175) \\
\text{(lekh-iba) } & \quad \text{you will write} \\
\text{(You will write.)} & \\
\end{align*}
\]
(m) **S + V-ibi:**

The first person singular subject takes "V-ibi" form of the verb stem.

For example,

\[
\begin{align*}
\text{mũ} & \quad \text{padhibi}, \\
& \quad \text{(paḏh-ibi)} \\
& \quad \text{I will read} \\
(\text{S}) & \quad \text{(V-ibi)} \\
& \quad \text{(I will/shall read.)}
\end{align*}
\]

(o) **S + V-ibu:**

The second person singular and the first person plural exclusive subjects take "V-ibu" of the verb. For example,

\[
\begin{align*}
\text{tu} & \quad \text{jibu}, \\
\text{you(Sg.)} & \quad \text{will go} \\
(\text{S}) & \quad \text{(V-ibu)} \\
& \quad \text{(You will go.)}
\end{align*}
\]

\[
\begin{align*}
\text{āme} & \quad \text{jibu,} \\
\text{we(Excl.)} & \quad \text{will go} \\
& \quad \text{(We will/shall go.)}
\end{align*}
\]

(p) **S + ū-ibā:**

The first person plural inclusive subject takes "V-ibā" form.

For example,

\[
\begin{align*}
\text{āme/āmemāne} & \quad \text{jibā,} \\
& \quad \text{(jā-ibā)} \\
\text{we(incl.)} & \quad \text{will go} \\
(\text{S}) & \quad \text{(V-ibā)} \\
& \quad \text{(We shall/will go.)}
\end{align*}
\]
(q) S + V-ibe:

The subjects of third person (Pl.) and second person (Sg. & Pl.hon.) take the verbal form "V-ibe". For example,

lokamāne khaibe. (180)
people will eat
(S) (V-ibe)
(The people will eat.)

āpana / āpanamāne jibe. (181)
you(Sg.hon.) you(Pl.hon.) will go
(You will go.)

The structures from (l) to (q) are expressive of the following discourse functions:

i). They make statement giving some information about the fact.
ii). They indicate the occurrence of an action in simple future time.
iii). They also express directive function with respect to the second person subjects.

(r) S + V-ibañi/V-ibuñi/V-ibeñi:

The completive clitic "-ni " can be added to the verbal forms in simple future tense which are used with the subjects of their respective persons and numbers. For example,

tu lekhibuni. (182)
(you must have written)
(S) (V-ibuñi)
(You must have written.)

This structure is expressive of a statement which indicates the certainty of completion of an action.
If "-ni" is added to verb in future tense, it has an additional sense of probability. For example,

```
se     jibani.  (183)
   (jā-ibañi)
he/she must have gone
(He/She must have gone.)
```

The use of "-ni" with the verbs of futurity and condition is also expressive of possibility of completion of an action. For example,

```
se khāāntañi.  (184)
   (He would have eaten)
```

**(s) S + V-uachi/V-uachu/V-uacha/V-uachanti:**

In this structure the subjects of the first person (Sg.) and third person (Sg.) take "V-uachi" form, the first person (Pl.) and the second person (Sg.familiar) take "V-uachu" form, the second person (both Sg. & Pl.) takes "V-uacha" form, and the second person (Sg. & Pl.hon.) and the third person (Pl.) take "V-uachanti" form irrespective of the sex difference. For example,

```
mū    khāuachi/khāuchi.  (185)
   (khā-u-achi)
I     eat-ing-am
   (I am eating.)
```

```
āme    khāuachu/khāuchu.  (186)
   (khā-u-achu)
we    eat-ing-are
   (We are eating.)
```

```
tume  khāuacha/khāucha.  (187)
   (khā-u-acha)
you   eat-ing-are
   (You are eating.)
```
semāne khāuachanti/khāuchanti. (khā-u-achanti) (188)
they eat-ing-are
(They are eating.)

Here the subject has agentive role.

The word order makes a statement indicating the present continuity of an action.

(f) S + V-uthilā/V-uthili/V-uthila/V-uthile/V-uthilu:

In this structure the subject of the first person (Sg.) takes “V-uthili” form and the third person (Sg.) takes “V-uthilā” form, the first person (Pl.) and the second person (Sg.familiar) take “V-uthilu” form, the second person (both Sg. & Pl.) takes “V-uthila” form, and the second person (Sg. & Pl.hon.) and the third person (Pl.) take “V-uthilā” form irrespective of the sex difference. For example,

relgāditi cāiluthilā. (cāil-u-tilā) (189)
the train run-ing-was
(The train was running.)

chātramāne paḍhuthile. (paḍh-u-thile) (190)
students read-ing-were
(The students were reading.)

mu gāuthili. (ga-u-thili) (191)
l sing-ing-was
(I was singing.)

In all the above examples, the subject has agentive role.
The word order is expressive of a statement referring to the progressive action in past.
(u) S + V-uthiba/V-uthibi/V-uthibu/V-uthibe:

In this word order, there is concord of the subject of second person (Sg. & Pl.) and third person (Sg.) with “V-uthiba” form, first person (Sg.) with “V-uthibi” form, second person (Sg.) and first person (Pl.) with “V-uthilu” form, and second person (Sg. & Pl.) and third person (Pl.) with “V-uthibe” form of the verb stem. For example,

\[
\text{mū} \quad \text{jāuthibi.} \quad (192) \\
\text{(jā-u-thibi)} \\
\text{I \quad go-ing-will be} \\
\text{(I will be going.)}
\]

\[
\text{pilāmāne} \quad \text{gaputhibe.} \quad (193) \\
\text{(gap-u-thibe)} \\
\text{children \quad gossip-ing-will be} \\
\text{(The children will be gossiping.)}
\]

\[
\text{āpana} \quad \text{kahuthibe.} \quad (194) \\
\text{(kah-u-thibe)} \\
\text{you(Sg.hon.) \quad tell-ing-will be} \\
\text{(You will be telling.)}
\]

This word order is indicative of the following discourse functions:

(i) It makes a statement.
(ii) It refers to the future progressive time.
(iii) It also denotes the possibility of an action continuing in future.

(v) S + V-iachi/V-iachu/V-iacha/V-iachanti:

The subject of first person (Sg.) and third person (Sg.) take “V-iachi” form, that of first person (Pl.) and second person (Sg.) take “V-iachu” form, second person (Sg. & Pl.) takes “V-iacha” form and third person (Pl.) and second person (Sg. & Pl.hon.) take “V-iachanti” form. For example,

\[
\text{mū} \quad \text{khāiachi/khāichi.} \quad (195) \\
\text{(khā-i-achi)}
\]
I eat-en-is
(I have eaten.)

se khāiachi.
(khā-i-achi)
He/She eat-en-is
(She has eaten)

āpāna khāiachanti.
(khā-i-achanti)
you eat-en-are
(You have eaten.)

The subject in this word order has agentive role.
The discourse functions of the word order are:
(i) making a statement, and
(ii) denoting perfective, i.e. completion of an action in present time.

(w) S + V-ithili/V-ithili/V-ithila/V-ithilā/V-ithile:
The first person (Sg.) subject takes “V-ithili” form, second person (Sg.) and first person (Pl.) subjects take “V-ithili” form, second person (Sg. & Pl.) takes “V-ithila” form, third person (Sg.) “V-ithilā” form, and third person (Pl.) and second person (Sg. & Pl.hon.) take “V-ithile” form of the verb in past perfect tense. For example,
gāiti carithilā.
(car-i-thilā)
the cow graze-en-was
(The cow had grazed.)

tu jāithilu.
(jā-i-thilu)
you (Sg.) go-en-was
(You had gone.)
khelāğmāne  khelithile.  
(khej-i-thile)  
the players  play-en-were  
(The players had played.)

The discourse functions of the word order are:
(i) making a statement giving reference to a fact, and
(ii) referring to an action that happened in the remote past.

(x) S + V-ithibi/V-ithibu/V-ithiba/V-ithibe:

The subject of first person (Sg.) take “V-ithibi” form, second person 
(Sg.) and first person (Pl.) take “V-ithibu” form, second person (Sg. & Pl.) 
and third person (Sg.) take “V-ithiba” form, and second person (Sg. & 
Pl.hon.) and third person (Pl.) take “V-ithibe” form of the verb stem. For 
example,

mū  khāithibi.  
(khā-i-thibi)  
I  eat-en-shall be  
(I shall have eaten.)

āme  khāithibu.  
(khā-i-thibu)  
we(Excl.)  eat-en-shall be  
(We shall have eaten.)

tumemāne  āsithiba.  
(ās-i-thiba)  
you(Pl.)  come-en-will be  
(You will have come.)

The discourse functions of this word order are as follows:
(i) It makes a statement.
(ii) It refers to completion of a work in future.
(y) \( S + V\text{-inf} + \text{āsuachi/āsuachu/āsuacha/āsuachanti:} \)

In this structure, the different subjects take different verbal forms such as, “āsuachi”, “āsuachu”, etc. according to their person and number. For example,

\begin{align*}
mū jāiāsuachi. & \quad (204) \\
(I \text{ have been going.}) \\

se eṭhi rahiāsuachi. & \quad (205) \\
(He \text{ has been staying here.}) \\

bāḷakamāne paḍhi āsuachanti. & \quad (206) \\
(The \text{ boys have been reading.}) \\

\end{align*}

The word order is expressive of a statement, which denotes present perfect continuous tense expressing an action which started at a particular time in the past and may possibly be continuing still.

(z) \( S + V\text{-inf} + \text{āsuthili/āsuthilu/āsuthila/āsuthilā/āsuthile:} \)

In this structure, the subjects of different persons take different verbal forms like “āsuthili”, “āsuthilu”, “āsuthila”, etc. For example,

\begin{align*}
tu jāi āsuthilu. & \quad (207) \\
\{\text{You(Sg.) had been going.}\} \\
tume jāi āsuthila. & \quad (208) \\
\{\text{You(Pl.) had been going.}\} \\
pilamāne lekhi āsuthile. & \quad (209) \\
(\text{The children had been writing.}) \\
bāḷikāmāne gāi āsuthile. & \quad (210) \\
(\text{The girls had been singing.}) \\
\end{align*}
This word order is expressive of a statement that denotes past perfect continuous tense expressing an action which had kept going on in the long past.

(z1) S + V-inf + āsuthibi/ āsuthibu/ āsuthiba /āsuthibe:

In this structure, the subject is followed by a verb form like "āsuthibi", "āsuthiba" or any other form according to its person and number. For example,

mū jāi āsuthibi.  
(I shall have been going.)  

āmēmāne kāma kari āsuthibu.  
(We shall have been working.)

āpāna paḍhi āsuthibe.  
(You will have been reading.)

semāne khāi āsuthibe.  
(They will have been eating.)

se gāi āsuthiba.  
(He/She will have been singing.)

The discourse function of this word order is a statement which refers to future perfect continuous tense expressing the action which will begin taking place at a certain time and will possibly be continuing still in future.

(z2)(i) S + V-i + M:

In Oriya Word order, we do not find any such term equivalent to English term 'modal'. There are a large number of modals in English. In Oriya, the verb pari is used to denote the functions of modal 'may' or 'can' of English. The 'pār' verb might be called the Oriya modal. In Oriya, the modal verb is taking the finite form while the main verb is infinitival in structure. For example,
mū chauki ku uthāi pāribi. (Ability)  
1 chair to to lift can  
(I can lift the chair.)

se āji āsi pāre. (Possibility)  
he today to come may  
(He may come today.)

tume bahiti nei pāra. (Giving permission).  
you the book to take can/may  
(You can/may take the book.)

lokāti tā bāpā hoithāi pāre. (Probability).  
the man his father be can/could  
(The man could be his father.)

semāne āsantākāli jāithānte. (Tentative futurity).  
they tomorrow might go  
(They might go tomorrow.)

āmemāne āma gharakāma karībā ucit. (Duty/Obligation).  
we our household work to do should  
(We should do our household work.)

This type of structure has different kinds of functions as mentioned against the sentences above.

(ii) S + V-I + (jā/pār/paḍ/pakā/sār/dā/uṭh)⁷:

Here, the "V-I" is the Main verb, but with the use of the Auxiliary verbs, the importance of the "V-I" decreases. The Auxiliary verbs are not exactly modals but equivalent to the modals of English in functions. For example,
birāḍiṭi mari galā.  
S V-i V(jā) (māla)  
the cat died  
(The cat died.)

mū daudi pāri.  
S V-i V(pār)  
I to run can  
(I can run.)

se basi padilā. ..  
S V-i V(paḍ)  
(He sat down.)

netāṭi kahi uthilā. ...  
S V-i V(uth)  
(The leader spoke.)

mū kari sarichi.  
S V-i V(sār)  
(I have done.)

semaṇe khāi dele. ..  
S V-i V(dā)  
(They ate.)

pilāti kāndi pakālā.  
S V-i V(pakā)  
(The child wept.)

The discourse functions of this structure is as following:
(i) It makes a statement.
(ii) It expresses ability, completion of an action, etc.

2.2.2 S + C + V:

In Oriya, the word order “S+C+V” can be further divided into four types of structures depending upon their verbal patterns.
(a) $S + C + \text{thā}$:

The subjects of first person(Sg.) and third person(Sg.) take 'ate' in present tense while the second person(Sg.) and first person (Pl.) subjects take 'ātu' form, second person(Sg. & Pl.) subjects take 'āta' form and second person (Hon.) and third person (Pl.) take 'ātanti' form in present tense. For example,

\[
\begin{align*}
\text{se jane sādhu loka ate}. & \quad \text{(229)} \\
\text{he an honest man is} & \quad (He \text{ is an honest man.})
\end{align*}
\]

\[
\begin{align*}
\text{manojbābu jane shikshyaka atanti.} & \quad \text{(230)} \\
\text{Mr. Manoj(Hon.) a teacher is} & \quad (Mr. Manoj is a teacher.)
\end{align*}
\]

In this word order, the subject has affected role and the complement has characterization attribute in (229) or identification attribute in (230).

(ii) In past tense, the first person(Sg.), second person(Sg.) and third person(Sg.) subjects take 'thili', 'thilu' or 'thila' and 'thila' or 'thile' respectively while the first person(Pl.), second person(Pl.) and second person(Sg. Pl. Hon.) or third person(Pl.) subjects take 'thilu', 'thila' and 'thile' respectively. For example,

\[
\begin{align*}
\text{kālidās jane prasiddha sanskrutā kabi thile.} & \quad \text{(231)} \\
\text{Kalidas a famous Sanskrit poet was} & \quad (S) \quad (C) \quad (V) \\
(\text{Kalidas was a famous Sanskrit poet.})
\end{align*}
\]

This sentence has the subject having affected role and the complement having the role of identification attribute.

(iii) In future tense, the subjects of first person(Sg.), second person(Sg.) and third person(Sg.) take 'thibi', 'thibu' or 'thiba' and 'thiba' or 'thibe'
respectively. The subjects of first person(Pl.), second person(Pl.) and second person(Hon.) or third person(Pl.) take ‘thibu’, ‘thiba’ and ‘thibe’ respectively. For example,

\[ \text{pilāti nidare thiba} \]
\[ \text{the child in sleep will be} \]
\[ \text{(The child will be in sleep / asleep.)} \]

Here, the subject has the affected role and the complement has the role of current attribute.

The discourse function of this word order as exemplified above is to make a statement which refers to the state, position or the existence of the subject in present, past or future time.

(iv) Further in this structure, the second person and third person take hua, huantu, hoijaa and hoijanta. For example,

\[ \text{tume cup ruha.} \]
\[ \text{you silent be} \]
\[ \text{(You be silent.)} \]

\[ \text{samaste shānta hoijāntu.} \]
\[ \text{‘all silent be} \]
\[ \text{(All be silent.)} \]

Thus, the word order ‘S+C+tha’ can have imperative function expressing strong irritation, order or instruction.

(b) S + C + ho:

(i) The subjects of first person(Sg.), second person(Sg.) and third person(Sg.) or first person(Pl.), second person(Sg. & Pl.) take ‘achi’, ‘achu’, and ‘acha’, form while second person(Sg. & Pl.) or third person(Pl.) takes ‘achanti’ form of the verb in present time.
For example,

\textit{se bokā achi.} \hspace{1cm} (235)
\textit{he fool is}
\textit{(He is fool.)}

\textit{pilāti nidare achi.} \hspace{1cm} (236)
\textit{the child in sleep is}
\textit{(The child is asleep.)}

In this word order, the subject is has affected role whereas the complement has the role of characterization attribute as in (235) and current attribute as in (236).

(ii) The subjects of the first person(Sg.), first person(Pl.), or second person(Sg.) and second person(Sg. & Pl.) or third person(Sg.) take 'hebi', 'hebu', and 'heba', respectively whereas that of second person(Sg. & Pl.Hon.), third person(Pl.) take 'hebe' form of the verb in future time. For example,

\textit{tume jane adhvāpaka heba.} \hspace{1cm} (237)
\textit{you a lecturer will be}
\textit{(You will be a lecturer.)}

\textit{semāne samaste sanyāsi hebe.} \hspace{1cm} (238)
\textit{they all saints will be}
\textit{(They all will be saints.)}

Here, the role of the subject is that of affected, and the complement has the role of identification attribute.

The discourse function of the word order is to make a statement which refers to the position of the subject. It also refers to the probability of somebody’s position in future or prediction.
(iii) The subjects of third person take "hau", "huantu". For example,

\[
\begin{align*}
\text{se dāktaratāe hau.} & \quad (239) \\
\text{he a doctor be} & \\
\text{(Let him be a doctor.)} & \\
\end{align*}
\]

The word order is expressive of suggestion, giving permission or wish.

(c) S + C:

This structure in Oriya is without having a verb. However, the verb is understood here. Not only the singular subject but the plural subject also takes a singular complement.

\[
\begin{align*}
mū jane shikshyaka. & \quad (240) \\
\text{l a teacher} & \\
\text{(I am a teacher.)} & \\
\end{align*}
\]

\[
\begin{align*}
rāmu gotāe kruṣaka. & \quad (241) \\
\text{Ramū a farmer} & \\
\text{(Ramu is a farmer.)} & \\
\end{align*}
\]

\[
\begin{align*}
\text{semāne e skulra chātra.} & \quad (242) \\
\text{they this school's student} & \\
\text{(They are the students of this school.)} & \\
\end{align*}
\]

\[
\begin{align*}
\text{āji mo' jhiara janmadina.} & \quad (243) \\
\text{today my daughter's birthday} & \\
\text{(Today is my daughter's birthday.)} & \\
\end{align*}
\]

This word order has the subject that has affected role while the complement has the role of characterization attribute.

The word order is expressive of a statement which refers to the state, position or existence of the subject.
(d) C + V:
In this structure, the complement of singular number takes a singular verb such as ‘achi’, ‘thila’, ‘thiba’, or ‘heba’ in present, past and future tense respectively. Besides, the complement of plural number also takes singular verb. The complement here consists of possessive. For example,

\[
\begin{align*}
\text{mora gotie skutar achi.} & \quad \text{(244)} \\
\text{my a scooter is} & \\
\text{(I have a scooter.)}
\end{align*}
\]

\[
\begin{align*}
\text{sābitri gotāe hāra achi.} & \quad \text{(245)} \\
\text{Sabitri’s a necklace is} & \\
\text{(Sabitri has a necklace.)}
\end{align*}
\]

\[
\begin{align*}
\text{semānankara ghara thilā.} & \quad \text{(246)} \\
\text{their house was} & \\
\text{(They had houses.)}
\end{align*}
\]

\[
\begin{align*}
\text{tānkara bahitie heba/thiba.} & \quad \text{(247)} \\
\text{his a book will be} & \\
\text{(He will have a book.)}
\end{align*}
\]

The word order “C(Poss.Adj+Det.+N.) + V” has the function of expressing possession in present and past time, and of possibility of having something in future time.

(e) S + C + lāge/dishe etc.:
This structure has the verb like lage, dishe etc. which refers to appearance. For example,

\[
\begin{align*}
\text{mādhuri gāyikā pari lāge.} & \quad \text{(248)} \\
\text{Madhuri singer like seem} & \\
\text{[Madhuri seems (like) a singer.]
\end{align*}
\]
aruna catura dishe. .. (249)
Arun clever looks
(Arun looks clever.)

āshish shikyita bhājī dishe...
Asish educated like appear
[Ashish appears (to be) educated.]

Here, the subject has the affected role while the complement has the character attribute role.

The word order is expressive of statement which suggests appearance, but may or may not be reality.

2.2.3 S + O + V:

The word order "S+O+V" can be further divided into two types according to the type of object.

(a) S + DO + V:

(i) The object is placed in between the subject and the verb in Oriya word order. The verb is used according to the person and number of the subject. For example,

se upanyāsa padhe. (251)
he novel reads
(He reads novels.)

ritā roṭi karuchi. (252)
Rita chapatti is making
(Rita is making chapatti.)

sainyamāne gotāe baḍhiā juddha kale. (253)
soldiers a clean fight did
(The soldiers fought a clean fight.)
puāti bhāta khāiba
the son rice will eat
(The son will eat rice.)

In the above examples, the subject has agentive role, the object has the role of resultant as in (251), (252) and (253) or that of cognate as in (254), and the verb denotes present, past or future time.

The word order as exemplified in the above sentences, has the function of making a statement giving information.

(ii) The following sentences of “S+O+V” order might be observed differently from functional point of view. For example,

\[ \text{tume kabāta band kara.} \]
you door close do
(You close the door.)

\[ \text{kehijane bahitāe dia.} \]
somebody a book give
(Somebody give a book.)

\[ \text{tu to' kāma kar.} \]
you your work do
(You mind your business.)

Here, the word order has directive function which is expressive of order or command as in (255), (256) or irritation as in (257).

(iii) The following sentences are expressive of denoting suggestion or permission.

\[ \text{mū e bahitā sāre/mote e bahiṭā sāribaku dia.} \]
I this book finish
(Let me finish this book.)
se tänka bhulṭa jānantu./ tänku tänka bhulṭa janibāku dia/diajāu .  (259)
he his fault know
(Let him know his fault.)

(b) S + IO + V:
This structure consists of an IO which is placed in between the subject
and the verb. For example,

mū tumaku dākili  
I to you called  
(I called you.)

se mote sāhāya kare.  
he me help does  
(He helps me.)

tume tāku dāka.  
you him call  
(You call him.)

se tā striku kahu.  
he to his wife tell  
(Let him tell his wife.)

This word order is expressive of the following discourse functions.
(i) statement as in (260) and (261),
(ii) directive function as in (262), and
(iii) suggestion or giving permission as in (263).

2.2.4 S + A + V:
(a) S + Adv. + V:
This word order consists of a subject, a verb and an adverb placed in
between the subject and the verb. For example,
mū dhire dhire gali.
I slowly went
(I went slowly.)

se pāṭikari padhuachi(pādhuchi).
he loudly reading is
(He is reading loudly.)

semāne kāli rātire jībe.
they tomorrow in the night will go
(They will go tomorrow night.)

In this word order the subject has the agentive function. The emphasis is laid on the adverb which denotes the manner of action as in (264) and (265), or the time of action as in (266).

The word order is expressive of a statement denoting the manner, time or place of the action.

Again, the word order can be expressive of directive function denoting order, direction, etc. which has been illustrated below.

For example,

tume baḷāraku jāa.
you market to go
(You go to the market.)

(267)

(268)
(b) S + Adj. + V:

This word order contains an adjective in the place of adjunct.

For example,

mo sāngara muhā malina padigalā. (269)
my friend's face pale turned
(My friend's face turned pale.)

tā' kathā sata helā. (270)
his words true became
(His words became true.)

Here, the subject has affected role.
The word order is implicative of a statement.

(c) S + N/Pron./NP + V:

Here, a noun, a pronoun or an NP acts as the adjunct.

For example,

dāsabu kotipati hoi male. (271)
Mr. Das millionaire as died
(Mr. Das died a millionaire.)

piḷāṭi gotie pācīla āmba khāuthila. (272)
the boy a ripe mango eating was
(The boy was eating a ripe mango.)

se nīje nijara jatna neba. (273)
he himself his care will take
(He will take care of himself.)

se e bisayare bhābu/tāku e bisayare bhābibāku dia/diājau. (274)
he about this matter think
(Let him think about this matter.)
In this word order, the subject is agentive in (272) and affected as in (271) & (273). Here, emphasis is given on nominal or pronominal adjunct.

This order is indicative of a statement referring to a fact as in (271) and (272) and directive function indicating indirect advice, suggestion or hope as in sentence (273), and suggestion or permission as in (274).

(d) S + Adv A. + V:

\[
\text{amem\=ane dasha kilomitar c\=alilu.} \quad (275)
\]
\[
\text{we ten kilometres walked}
\]
\[
\text{(We walked for ten kilometres.)}
\]

(e) S + Adv A:

\[
\text{ei begra ojana \=cari kilo.} \quad (276)
\]
\[
\text{this bag's weight four kiloes}
\]
\[
\text{(This bag weighs four kiloes.)}
\]

The word orders of (d) and (e) express statement where the adverbial adjunct is highlighted. The adverbial adjunct denotes number or quantity.

2.2.5 S + O + O + V:

(a) S + IO + DO + V:

\[
\text{g\=ai\=alti g\=ai\=ku gh\=asa del\=a.} \quad (277)
\]
\[
\text{the cowherd cow to grass gave}
\]
\[
\text{(The cowherd gave the cow grass.)}
\]

\[
\text{m\=u tumaku patrik\=at\=i debi.} \quad (278)
\]
\[
\text{I you to the journal shall give}
\]
\[
\text{(I shall give you the journal.)}
\]
Here, the subject has agentive role whereas the IO has recipient and affected role. In sentences such as (277) and (278), where IO and DO exist, post-position is generally added to the IO.

But if DO refers to a destination, post-position ‘ku’ will be added to both as in the following\(^1\).

\[
\text{mū tumaku gharaku patheibi.} \quad (279) \\
\text{I you to home to shall send} \\
\text{(I shall send you home.)}
\]

\[
\text{se tumaku saharaku patheiba.} \quad (280) \\
\text{he you to city to will send} \\
\text{(He will send you to the city.)}
\]

The post-position indicating object relation can be optionally deleted if the DO is the name of a place or common noun\(^1\).

\[
\text{se tumaku sambalpurku patheiba.} \quad (281) \\
\text{he you to Sambalpur to will send} \\
\text{or}
\]

\[
\text{se tumaku sambalpur patheiba.} \quad (282) \\
\text{he you to Sambalpur will send} \\
\text{(He will send you to Sambalpur.)}
\]

The word order “S+O+O+V” is expressive of the following functions:

(i) It makes a statement.

(ii) It gives emphasis on the IO where post-position ‘ku’ is added.

(iii) This word order can have also imperative function denoting order, request, etc. as in (283),

\[
\text{tu mote kichi tankā de.} \quad (283) \\
\text{you me some money give} \\
\text{(You give me some money.)}
\]
(b) S + DO + IO + V:

se bahitā mote dele.
he the book to me gave
(He gave me the book.)

This structure is expressive of a statement where DO is emphasized.

2.2.6 S+O+A+V:
The word order "S+O+A+V" can be divided into four categories depending upon different types of objects and Adjuncts.

(a) S + DO + PP/PO/Prep.O + V:

jan bākstaku thāka upare rakhilā.
John box to shelf on kept
(John kept box on the shelf.)

shikshyaka pilāmānanku gruhakārya debe.
teacher to children homework will give
(The teacher will give homework to the children.)

Here, the roles of the subject, DO and Adjunct are those of agentive, resultant and recipient respectively.

(b) S + IO + PP + V:

bāpā pua upare tā' asaphātā pāṭī rāqile.
father son on his failure for became angry
(Father became angry with his son for his failure.)

shikshyaka pilāmānanku semānanka saphajatā pāṭī abhinandana jānāile.
teacher children to their success for congratulation conveyed
(The teacher congratulated the children on their success.)

Here, the subject has agentive role, the DO has affected role and the Adjunct denotes reason.
(c) S + A + DO + V :

\[\text{mote pārsal kari bahigudāku patheibāku heba.}\]  \hspace{1cm} (289)
\[\text{me parcel by books to will have to send}\]
\((I \text{ shall have to send the books by parcel post.})\)

Here, the subject is instrumental, DO is affected and Adjunct denotes process. The function of this word order in the above sentence is statement. Contrasted to this, the following sentence can be analysed.

\[\text{tumemāne beg bhitare nija nija bahi rakha.}\]  \hspace{1cm} (290)
\[(You \text{ keep your books in the bags.})\]

It has directive function.

Again, the word order has the function of denoting suggestion or proposal as in,

\[\text{jhiati stej upare gita gau.}\]  \hspace{1cm} (291)
\[\Rightarrow \text{jhiatiku stej upare gitatie gaibaku diajau.}\]
\[(Let \text{ the girl sing a song on the stage.})\]

(d) S + IO + A + DO + V :

\[\text{mote tānkapākhaku pārsal kari bahigudāku patheibāku heba.}\]  \hspace{1cm} (292)
\[\text{me him to parcel by books to will have to send}\]
\((I \text{ shall have to send the books by parcel post.})\)

\[\text{sādhubabu tānka cākaraku gharaṅa bisayare upadesha deuthile.}\]  \hspace{1cm} (293)
\[\text{Sadhubabu his servant to household work about advice giving was}\]
\((Sadhubabu was giving his servant advice on the household works.)\)

In this word order, the subject has instrumental role, the IO has recipient role, the DO has affected role, and the Adjunct denotes process.
From the sub-word orders and the sentences above, the discourse functions of the word order SOAV can be as follows:

(i) It makes a statement referring to a fact giving some information.
(ii) Here, emphasis is laid on the objects and the Adjunct.

2.2.7 S + A + C + V:

(a) S + A + A + C + V:

pilāmānē dhire dhire cup hebe. (294)
children gradually silent will be
(The children will be gradually silent.)

Here the word order has the function of making a statement giving some information.

Contrasted to this, the following sentences can be taken as illustrations of directive functions.

samaste dayākari shānta hoīāntu. (295)
all please silent be
(All please be silent.)

āpanamānē nīja nīja jāgāre basiāāntu. (296)
you(hon.) own place in/at sit
(You be seated in your own places.)

In the above sentences, the functions are request, instruction, etc.

2.3 CONTRAST BETWEEN ENGLISH AND ORIYA BASIC WORD ORDERS AND THEIR DISCOURSE FUNCTIONS:

There exist a number of similarities and dissimilarities between English and Oriya structures and their discourse functions. The similarities as well as differences might be cited and discussed in the following ways.
2.3.1 SIMILAR STRUCTURES AND SIMILAR FUNCTIONS:

The structure "S+V" constitutes the most basic word order in English as well as Oriya. This basic word order is structurally as well as functionally similar in both the languages of our study. However, there is inflection in the verb in Oriya corresponding to the subject. For example,

\[
\begin{align*}
1 & \text{ play, (E)} \\
S & \text{ V} \\
\text{mu} & \text{ khele, (O)} \\
S & \text{ V}
\end{align*}
\] (297)

The discourse function in both the languages is to express habitual action in present time.

2.3.2 SIMILAR STRUCTURES WITH DISSIMILAR FUNCTIONS:

The following word orders are similar in structures but dissimilar in functions.

2.3.2.1 S+V (Second Person Subjects):

\[
\begin{align*}
\text{tu} & \text{ (sabudina) khāu, (You eat.)} \\
\text{you everyday eat} \\
\text{tu} & \text{ khā. (You eat.)} \\
\text{you eat}
\end{align*}
\] (299) (300)

From the above examples, we find out that in Oriya word order, the verb 'khau' denotes habitual action whereas 'kha' denotes directive function. But in English, the same structure with honorific second person subject denotes two different functions with two different verb forms. For example,

\[
\begin{align*}
\text{āpaṇa khāānti. (You eat.)-- (Habitual action)} \\
\text{āpaṇa khāāntu. (You eat.)--(Directive)}
\end{align*}
\] (301) (302)
But with the second person subject 'tume' in Oriya, same structure can be used for both the functions as in the following.

\[ \text{tume khāa. (You eat.)} \]

\[ \text{you eat} \]

However, English has no subtleties of this kind. The same structure denotes both habitual and directive functions.

2.3.2.2 S+V (First person subjects):

\[ \text{mū paḍhe. (I read.)} \]
\[ \text{(304)} \]

\[ \text{mū paḍhe. (Let me read.)} \]
\[ \text{(305)} \]

Having the first person singular number 'mū' as the subject, Oriya has the same word order denoting habitual action and asking for permission, whereas English has different orders for both the functions. The sentence (305) in the above example having 'let' in the initial position has the function of asking for permission.

2.3.2.3 S+M+be+C:

In English there is difference in the functions of "will" and "shall". They are used in different meanings with different subjects though both of them basically denote futurity. But in Oriya, there are only the inflected forms of "ba" with different subjects having the same meaning. For example,

<table>
<thead>
<tr>
<th>English</th>
<th>Oriya</th>
<th>Function</th>
<th>(306)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I shall be ready.</td>
<td>mu prastuta hebi</td>
<td>Futurity</td>
<td></td>
</tr>
<tr>
<td>I will be ready.</td>
<td>mu niscaya prastuta thibi.</td>
<td>Certainty</td>
<td>(307)</td>
</tr>
<tr>
<td>She will be ready.</td>
<td>se prastuta heba.</td>
<td>Futurity</td>
<td>(308)</td>
</tr>
<tr>
<td>She shall be ready.</td>
<td>se niscaya prastuta thiba.</td>
<td>Certainty</td>
<td>(309)</td>
</tr>
<tr>
<td>You will be a doctor.</td>
<td>tume dāktar heba.</td>
<td>Futurity</td>
<td>......(310)</td>
</tr>
</tbody>
</table>
You shall be a doctor. tume niscaya dāktar heba. Certainty ..(311)
Thus, to denote certainty in Oriya, one more word " niscaya" is used.

2.3.3 DISSIMILAR STRUCTURES WITH SIMILAR FUNCTIONS:

The following illustrations have the dissimilar structures having similar functions in English and Oriya.

2.3.3.1 In Oriya structure, there is inflection in Subject as well as verb while expressing simple present time as in the following:

- tume lekha. (312)
- tumemāne lekha. (313)
- āpāṇa lekhanti .. (314)
- āpāṇamāne lekhanti. (315)

On the other hand, in English structure, there is only one second person subject and one verb for singular and plural, as in

You write. (316)

Thus, the second person singular has three forms in Oriya suggesting a difference in meaning, such as, tu(familiar), tume (polite) and apana (honorific) whereas English has only one form. It may be also pointed out that though "You" is possible in the context of simple present tense, it is not usually used pragmatically. Only the "V-o" form is used.

2.3.3.2 S+C+V vs S+V+C:

There is "S+be+C" structure in English word order whereas the corresponding structure in Oriya "S+C+be". But sometimes 'S+C+be' can be written as 'S+C' also. It is always obligatory that Oriya should have 'be'-verb in this order.
se jane shramika. (S+C) (O)  
he a worker  
He is a worker. (S+V+C) (E)  

2.3.3.3 S+V+O vs S+O+V:

In English word order, object is placed after the verb whereas in Oriya order, it is placed between the subject and the verb. For example,

He reads novels. (E)  
S V O  
(319)

se upanyasa padhe. (O)  
S O V  
(320)

2.3.3.4 Word Order having 'Modal':

The English word order has such modals as can, could, will, shall, would, should, may, might, etc. Each of the modals has different meanings performing different functions. But in Oriya, since there is no corresponding 'modals'. The verb 'par' in Oriya might be used to correspond the modal 'can' or 'may' in English.

I can lift the table. (E)  
M  
(321)

mu tebulku uthaI paribI. (O)  
M V  
(322)

2.3.3.5 S+V-ed:

This structure has only one 'V-ed' form for all subjects in English, but in Oriya, verb is infected according to the person and number of the subject.

<table>
<thead>
<tr>
<th>English</th>
<th>Oriya</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ate.</td>
<td>mū khāili.</td>
</tr>
<tr>
<td>We ate.</td>
<td>āme khāIlu.</td>
</tr>
<tr>
<td>You ate.</td>
<td>tume khāila.</td>
</tr>
</tbody>
</table>

(323)  
(324)  
(325)
He ate. se khāilā. (326)
They ate. semāne khāile. (327)

2.3.3.6 S+progressive verb and S+Perfective verb

In all other verbal patterns like progressive and perfective forms, similar difference as in 2.2.1(c) and 2.2.2 is observed. In other words, in English, the Main verb does not take more than one inflection. It takes only '-ing' form in progressive form and '--en' form in perfective form. But in Oriya, verb is inflected according to the subject.

<table>
<thead>
<tr>
<th>English</th>
<th>Oriya</th>
<th>(328)</th>
<th>(329)</th>
<th>(330)</th>
<th>(331)</th>
<th>(332)</th>
<th>(333)</th>
<th>(334)</th>
<th>(335)</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is going.</td>
<td>se jāuachi.</td>
<td>Present progressive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are going.</td>
<td>semāne jāuchanti</td>
<td>(329)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was going.</td>
<td>mu jāuthili.</td>
<td>(330)</td>
<td>Past progressive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We were going.</td>
<td>āme jāuthilu.</td>
<td>(331)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have gone.</td>
<td>mū jāiachi.</td>
<td>(332)</td>
<td>Present perfective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have gone.</td>
<td>āme jāiachu.</td>
<td>(333)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You had gone.</td>
<td>tume jāithila.</td>
<td>(334)</td>
<td>Past perfective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She had gone.</td>
<td>se jāithilā.</td>
<td>(335)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.3.3.7 S+V+A vs S+A+V:

In this type of word order, the Adverb or the present participle used as Adjunct is used once in English whereas it is used twice consecutively in Oriya.

For example,

He ran slowly. (E). (336)  
S  V  A

se dhire dhire daučilā. (O) (337)  
S  A  V

-83-
2.3.3.8 Use of honorific Subject:

In English, the second person subject is only 'you', which is used as singular, plural or honorific. But in Oriya, 'tu', 'tume', and 'apanam' are second person singular subjects suggesting different meanings like familiar, polite and honorific respectively. Again, 'tumeman' is plural and 'apanamane' is honorific plural as the second person subject.

In English, the subject 'you' takes only single form of verb whereas in Oriya, the different forms of subjects take different inflected forms of verbs. The detailed examples have been illustrated in 2.2.1. (b), (c), (d) and (e).

2.3.3.9 Expansions in English and Oriya\textsuperscript{12}:

Expansions in English are right handed whereas those in Oriya are left-handed.

For example,

<table>
<thead>
<tr>
<th>Oriya</th>
<th>English</th>
<th>(338)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mû) jibi.</td>
<td>(l) shall go.</td>
<td>(339)</td>
</tr>
<tr>
<td>(mû) gharaku jibi.</td>
<td>(l) shall go home.</td>
<td></td>
</tr>
<tr>
<td>(mû) sakâle gharaku jibi.</td>
<td>(l) shall go home in the morning.</td>
<td>(340)</td>
</tr>
<tr>
<td>(mû) kāli sakâle gharaku jibi.</td>
<td>(l) shall go home tomorrow in the morning.</td>
<td>(341)</td>
</tr>
</tbody>
</table>

2.3.4 DIVERGENT STRUCTURES AND FUNCTIONS:

There are certain word orders existing in English which are not found in Oriya. On the other hand, certain word orders which are typical in Oriya are not seen in the English language.
2.3.4.1 Word order having ‘there’:

In English word order, we notice the use of introductory ‘there’ at the initial position of the sentence, which has either dummy function or only emphatic function. But in Oriya word order, there is non-availability of any such word having the above functions. Rather, the structure becomes different in case of Oriya.

For example,
There is a cinema hall near the bus stand. (S+V+C+A) (E). \( (342) \)
\[
\begin{array}{ccc}
S & V & C & A \\
\end{array}
\]
bas stend pākhare eka sinemā hal achi. (A+S+V) (O). \( (343) \)
\[
\begin{array}{ccc}
A & S & V \\
\end{array}
\]

2.3.4.2 Word order having ‘It’:

In case of English, the word order can take anticipatory ‘It’ in its initial position whose function is to give emphasis on the adjective used as complement and placed after the 'be'-verb. Oriya word order does not consist such kind of any word.

For example,
It is easy to learn driving a scooter. (S+V+C+A) (E) .....\( (344) \)
\[
\begin{array}{ccc}
S & V & C & A \\
\end{array}
\]
skuṭar calāi shikhibā sahaja (ate). (S+C+V) (O) .....\( (345) \)
\[
\begin{array}{ccc}
S & C & V \\
\end{array}
\]

2.3.4.3 Use of “-ṇi”:

The use of “-ṇi” is specific to Oriya only. It has no equivalence in English. The cletic “-ṇi” used with different verbs in Oriya may denote different functions such as certainty, possibility and sometimes impossibility also\(^{13}\).
2.3.4.4 Exclusive and Inclusive subject

In Oriya, there is difference in the use of exclusive and inclusive first person plural subjects as they take different inflected verbs. The exclusive subject 'we' does not include the person who is being talked to, and takes 'u' in the verb applicable for all tenses. On the other hand, inclusive 'we' includes the person talked to, and takes 'e' in the verb in present and past tenses and 'a' in future tense.

But in English, whether exclusive or inclusive, the subject 'we' take the same verb form in the respective tenses. For example,

Present progressive:
äme básichu.----- We(excl.) are sitting. (346)
äme básiche. --- - We(incl.) are sitting. (347)

Present perfect:
äme paḍhichu. --- We(excl.) have read. (348)
äme paḍhiche. --- We(incl.) have read. (349)

Simple past:
äme basi lu. ---- -- We(excl.) sat. (350)
äme basile. --- We(incl.) sat. (351)
äme basuthi lu. ---We(excl.) were sitting. (352)
äme basuthile. --- We(incl.) were sitting. (353)

Past Perfect:
äme basithi lu. ---We(excl.) had sat. (354)
äme basithile. --- We(incl.) had sat. (355)

Simple Future:
äme jibu ------ We(excl.) shall go. (356)
äme jibā. -- We(incl.) shall go. (357)
Future Progressive:
äme jāuthibu.--- We(excl.) shall be going.  (358)
äme jāuthibā.--- We(incl.) shall be going.  (359)

Future Perfect:
äme khāithibu. -- We(excl.) shall have eaten.  (360)
äme khāithibā. -- We(incl.) shall have eaten.  (361)

There are thus more or less same number of Basic Word Orders in English and Oriya, English having nine and Oriya having eight. However, in term of both structures and functions, the two languages display much divergence.
NOTES AND REFERENCES


2. Verbs like 'seem', 'appear', 'become', etc. are called link verbs.

3. The words “There” and “It” are often used as introductory or dummy subjects (DS) while the real subjects or the notional subjects (NS) come after the verb.


6. The details are to be found in 2.2.1(s).

7. The details are to be found in 2.2.1(t).

8. For detailed study, 2.2.1(u) might be referred to.

9. The structure in question has a compound verb which is formed by combining an infinitival main verb and the inflected form of the verbs like “jā”, “pār”, “paç”, “uṭh”, “sār”, “pakā”, etc.


-88-