Chapter 2

Noun Phrase and Verb Phrase

In making a speech one must study three points: first, the name of producing persuasion; second, the language; third the proper arrangement of the various part of the speech.
-Aristotle

2.0 Introduction
Verbs and nouns are essential components of a sentence. They link up together to represent a complete thought in the sentence. Verbs and its modifiers make up Verb phrase and nouns and its modifiers make up Noun phrase. And NP and VP together make a sentence. Sentence represents various situations and the type of the situation decides the role of nouns. It is an interwoven study of semantics and syntax.

2.1 Situation
Sentence represents a complete view of the thought present in the speaker’s mind. Sapir\(^1\) (1921) made this point in a well-known passage, as follows: “There must be something to talk about and something must be said about…. The subject of discourse is a noun…As the thing predicated of a subject is generally an activity in the widest sense of word… the verb clusters about concepts of activity.” The activity part is the verb and the affected part is the noun.
Tradition divides sentence into two parts- subject and predicate. Subject is one about which something is said and that ‘which’ is said is the Predicate.

2.1.2
1. सम चोपडी वांचे छे.
Ram is reading a book.

Here, Ram is the subject and *chopaDi va~che chhe*, is the predicate. Subject is the doer and predicate is what the doer does. The predicate is headed by a verb. And it does have another word forms such as nouns and adverbs which help in giving the complete idea about the activity.

Phrase structure grammar has the terms Noun Phrase and Verb Phrase for subject part and predicate part respectively. The terms NP and VP are used in the rest of the discussion.

2.1.2

2. राम बिखेरी छ.

*rAma U~ghe chhe.*

Ram is sleeping.

rAm is NP and *U~ghe chhe* is VP. The situation of Ram is that, he is in the state of sleeping. The act of sleeping is under the control of Ram. It is a static controlled situation.

2.1.3

3. मोना टीवी जूडे छ.

*monA Tivi juae chhe*

Mona is watching TV.

4. सोहना एंडडल गये छ.

*sohana dAkhalA gaNe chhe.*

Sohan is doing math sums.

5. दादा चा पुस्तक बांटे छ.

*dAdA chhApu~ vA~che chhe*

Grandfather is reading the newspaper.

The above examples describe a situation which is under the control of the doer (subject) and it is static. It is called position.
2.1.4

6. The lion is yellow.

si~ha piLo chhe.

In this example, the situation of the lion is static. He is not in the control of his state. It is an uncontrolled static situation, known as state.

Following are few more examples.

7. Grandmother’s teeth have fallen.

dAdinA dA~ta padi gayA chhe

8. Mona’s hairs are golden.

monAnA vALa soneri chhe

9. The sea-water is salty.

dariyAnu~ pANi khAru~ chhe.

2.1.5

A static situation is one that is existing rather than happening. It is homogeneous, continuous and unchanging throughout its duration.

On the other hand we have dynamic situation. It is something that happens; it can be momentary or enduring. It is not necessary that it has to be homogenous or continuous. And most important it may or may not be under the control of an agent.

Agent is the doer of the action. It has to be animate, independent, should have intention to carry on the activity and the situation should be under his control. Example-

10. Nila is eating berries.

nilA bora khAya chhe.

Agent is the doer of the action. It has to be animate, independent, should have intention to carry on the activity and the situation should be under his control. Example-

10. Nila is eating berries.

nilA bora khAya chhe.
Here in the example no- 10, Nila is the agent as she is animate and independent. Moreover, she has the intention of eating and has the control of the situation.

It is a dynamic situation, known as action. It is a process in parts, arranged in temporal sequence. Agent has the control of the situation and there is an object which is undergoing some change.

Action is a controlled dynamic situation in which agent performs some act on the object and it undergoes some change in form, shape or size.

Examples-
11. मोना भिचाडी रंधे छे
   monA khichaDi rA~dhe chhe
   Mona is cooking khichadi

12. बालके रेतीला घर बनावे छे
   bALako retinA ghara banAve chhe
   Children are making the houses of sand.

13. मजुर पत्थर तोडे छे
   majura patthara toDe chhe
   The labourer is breaking the stone

2.1.6
Process is an uncontrolled dynamic situation. There is no agent present but the object undergoes some change, which can be in form of place, size or shape. It is accidental or due to natural force. Examples

14. पांडू पडे छे
   pA~daDu~ paDe chhe
   The leaf is falling

15. वरासदे आवे छे
   varasAda Ave chhe
   The rain is coming (falling)
16. નદી વહે છે.

*nadi vahe chhe*

The river is flowing

17. જાપનમાં ભૂક્ષજ થયો હતો.

*jApAnamA~ bhuka~pa thayo hato*

An earthquake had occurred in Japan.

### 2.1.7

A sentence talks about situations, which is abstract and verb describes its four types; categorized on the bases of control and state.

![Diagram](image)

*fig. 2.1*

The dynamism and staticness of the situation depends on the verb. Verb is the deciding factor. It dictates the presence of accompanying nouns and limits the choice of suffixes. Verb decides the type situations and nouns execute the activity denoted in the situation. This is the semantic categorization.

#### 2.2 Valency

Valency is an ability of lexical item to combine with another lexical item in syntactical structure to make a syntactically well-formed sentence often with the description of the categories of those constitutes.

Valency of a verb is the number of participant roles needed in the accomplishment of the act, denoted by the verb.
2.2.1

18. રામ રાડ્યો.

\emph{rAma radyo}

Ram cried.

The verb \emph{radyo} – cried requires one argument to convey the meaning. Someone is necessary to perform the act denoted by the verb. Here in this example it is Ram. So one argument is needed to accomplish the action. The verb which requires only one argument in accomplishment of its act is called intransitive, and its valency is one.

2.2.2

19. રામ કેરી ખયા છે.

\emph{rAma keri khAya chhe}

Ram eats a mango.

Here the verb \emph{khAya} - eats, takes two arguments Ram and mango. Both are obligatory. If any one argument is dropped then the outcome will be unclear and ungrammatical.

The verb \emph{khAya} - eats falls under such a category that requires at least two arguments to accomplish the meaning denoted. This type of verb is called transitive verb and its valency is two.

2.2.3

20. મોહન રામને કેરી આપે છે.

\emph{mohana rAmane keri Ape chhe}

Mohan gives a mango to Ram.

In the above example the verb \emph{Ape} to give takes three arguments to give the perfect and complete meaning. It takes arguments as Mohan, Ram and mango. All three are obligatory. The verb ‘give’ needs a giver, a receiver and an entity to be given, without any one of them, the meaning remains unclear and as a result the sentence becomes ungrammatical. This type of verb is known as ditransitive verb.
2.2.4
All the various arguments present in the above examples have a specific defined role to play. Ram in first two examples is a doer of the action, but in the last example Ram is not an agent but a recipient. Mango in the second example is the object but in last one it becomes a neutral case role.

2.2.5
The sentence denotes the situation and it is denoted by the verb. So the verb has a pivot position in a sentence. The type of verb decides the situation-action, process, position and static. Every verb has a particular capacity to absorb theta roles. It is known as valency. And on the basis of valency the type of verbs are decided as intransitive, transitive and ditransitive. As seen earlier, the sentence can be divided in to two parts- Noun Phrase and Verb Phrase. The components and structure of the noun phrase are explained in the following section.

2.3 Noun Phrase
The inevitable components of a sentence are the noun phrase and the verb phrase. As per Gujarati sentence structure, verb phrase comes last and is always preceded by the noun phrase. Noun is the obligatory component in noun phrase; adjectives, pronouns and postpositions are the optional components. Verb is the deciding factor in the sentence and it decides the number of noun phrases a sentence can carry. Before I explain the structure of NP, I wish to give a short introduction of each component.

2.3.1 Noun
Every entity that exists has certain unique features; which can be perceived through five human senses. That entity is identified with a particular name. It is different from one another. And each entity that can be named uniquely is a noun. They can be distinguished on the bases of various qualities they posses like being - concrete, animate, inanimate, physical, mental, human, abstract, temporal etc.
The major categories of nouns found in Gujarati grammar are proper, common, abstract, material, collective and verbal nouns. This is the general distribution.

i. **Proper nouns**

Proper nouns are the name of person and places. They are specific. This is a syntactic category.

Example - राम, मोहन, गुजरात, भारत, अमदावाद

*rAma, mohana, gujarAta, bhArata, amadAvAda*

*Ram, Mohan, Gujarat, India, Amdavad etc*

ii. **Common nouns**

As the name suggests they are not specific. Every visible object, whether animate or inanimate can be grouped into common noun. This is a syntactic category.

Example - गाया, शहरा, धरती, आकाश, घर

*gAya, shahera, dharati, AkAsha, ghar*

cow, city, earth, sky, house etc

iii. **Abstract nouns**

These nouns are not physical; they can not be seen or felt physically. They can not be perceived through five human senses, but are known by the worldly knowledge. And they are generally human emotions. This is a semantic category.

Example- प्रेम, गुस्सा, नफरत, खुशी, मित्रता

*prema, gusso, napharata, khushi, mitratA*

love, anger, hate, happiness, friendship

iv. **Collective nouns**

These nouns are used for groups. When they are divided in to smaller units, their smallest unit can be identified and can be counted. This is a semantic category.
Example-
समाज, वर्ग, क्रीड़ा, टॉली

samAja, varga, dhora, phoja, ToLu-
society, class, army, cattle, mob etc

v. **Material nouns**
The nouns which can not be counted are treated as material nouns. When they are divided into smaller units, they can not be counted. This is a semantic category.

Example-
दुध, पानी, रेती

dudha, pALi, reti
milk, water, sand etc. they do not take plural markings.

All the above nouns are divided on the bases of semantic quality.

vi. **Verbal noun**
It is a pure syntactic category. Nouns which are derived from verbs appear here. When the speaker wants to talk about an action, he converts the verb in to a verbal noun. This is a syntactic category.

Example- रमा, लेखक, लम्बां

ramata, lekhaka, lakhANa

game, writer, draft

Nouns can be classified on the semantic and syntactic bases. Proper, common and verbal is the syntactic as well as computational category. Where as the semantic category has abstract, collective and material. Nouns take gender, number and person markings. They agree with the verb of the sentence.

**2.3.2 Adjective**
An adjective is a grammatical class that modifies a noun. By modifying I mean to delimit and specify the exact meaning. They say more about the noun in form of shape, size, colour, degree, appearance, visibility etc. they intensify
the meaning. And they not only give physical attributes but also speak about
the abstract invisible qualities like good, bad, happy and sad.
Adjectives do not describe the basic qualities of a noun, but it adds more
meaning to noun.
Their place is always fixed; they appear on left of the noun they modify.
Example-
21. एका काळी गाया

_eka kALi gAyA_

One black cow
When I refer to a cow, it can be any cow. But when an adjective is added to
modify it, the noun cow gets a specific identification like a black cow.
Adjectives say something about the nouns. Gujarati adjectives fall into two
broad syntactic categories: (1) variable and (2) invariable.
Variable adjectives vary in terms of the gender and number of the nouns they
modify, whereas the invariable adjectives do not vary.
Variable are those who take gender and number suffix. The
Example- नानो छोकरो, नानी छोकरी, नानु छोकरु, नाना छोकरान

_nAno chokaro, nAni chokri, nAnu~ chokaru~, nAnA~ chokrA~_
small boy, small girl, small child, small children
Invariable are those who do not take gender and number suffix, they do not
change as per the status of nouns.
Example- सरसा छोकरी, सरस छोकरी, सरस घर, सरस छोकरायो

_sarasa chokri, sarasa chokaro, sarasa ghara, sarasa chokarAo_

Nice girl, nice boy, nice house, nice boys

2.3.3 Pronoun
Pronouns belong to the closed category of the word grammatical class. They
are the substitutes for open classes, or for larger constituents specifically
nouns and adjectives.
Pronouns have anaphoric function. They are used for the nouns whose
referents are presumed to be clear from the context or are already introduced
in the conversation. This is done to avoid the repetition and make the
conversation smooth and simple. They are also used to address persons, objects and events, which are unknown to the speaker and hearer. Pronouns behave exactly as nouns; they take case marker and gender-number markings. Pronouns which come in place of adjectives do not take case marking, but do take gender-number markings. There are seven types of pronouns, like - personal, interrogative, demonstrative, relative, reflexive, reciprocal and indefinite found in Gujarati.

i. **Personal pronouns**

Personal pronouns are pronouns used to refer to the speaker and hearer, and also other things and persons. They are the substitutes for proper and common noun.

The following table explains personal pronouns with three persons, number and their case markings.

<table>
<thead>
<tr>
<th>Case Type</th>
<th>First person</th>
<th>Second person</th>
<th>Third person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
<td>Plural</td>
<td>singular</td>
</tr>
<tr>
<td>Zero case</td>
<td>हूँ /hu~/</td>
<td>आमें /ame/</td>
<td>तुँ /tu~/</td>
</tr>
<tr>
<td>Ergative case</td>
<td>में /me~/</td>
<td>आमें /ame/</td>
<td>ते /te~/</td>
</tr>
<tr>
<td>Kerative- dative</td>
<td>मारे /mAre/</td>
<td>अमारे /amAre/</td>
<td>तारे /tAre/</td>
</tr>
<tr>
<td>Kerative- genitive</td>
<td>मार /mArA/</td>
<td>अमार /amArA/</td>
<td>तार /tArA/</td>
</tr>
<tr>
<td>Dative case</td>
<td>माले /maNe/</td>
<td>अमाले /amMaNe/</td>
<td>ताले /taNe/</td>
</tr>
<tr>
<td>Instrument case</td>
<td>माराधी /mArAth i/</td>
<td>अमाराधी /amArAthi/</td>
<td>ताराधी /tArAthi/</td>
</tr>
<tr>
<td>Locative case</td>
<td>मारामां /mArA^M A~/</td>
<td>अमारामां /amArAmA~/</td>
<td>तारामां /tArAmA~/</td>
</tr>
<tr>
<td>Genitive case</td>
<td>मालो /mArO/</td>
<td>अमालो /amArO/</td>
<td>तालो /tArO/</td>
</tr>
<tr>
<td>Msc case</td>
<td>मार /mAr/</td>
<td>अमार /amAr/</td>
<td>ताल /tAr/</td>
</tr>
</tbody>
</table>
### ii. Interrogative pronouns

These pronouns are used to ask questions. Generally for those objects whose identification is not present in the context, or whose information is not with the speaker and speaker wishes to have its details.

There are different pronouns for person and object.

<table>
<thead>
<tr>
<th></th>
<th>Animate</th>
<th>Inanimate</th>
<th>Time</th>
<th>Quantity</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Singular</td>
<td>Plural</td>
<td>Singular</td>
<td>Plural</td>
<td></td>
</tr>
<tr>
<td>Zero/nominative</td>
<td>मानी /koN/</td>
<td>मानी /koN/</td>
<td>शु/शु /shu~/ku~/</td>
<td>-</td>
<td>शेताल /ketalA/</td>
</tr>
<tr>
<td></td>
<td>मानी /koN/</td>
<td>मानी /koN/</td>
<td>शु/शु /shu~/shu~/</td>
<td>-</td>
<td>शेताल /ketalA~/</td>
</tr>
<tr>
<td>Ergative</td>
<td>मानी /koNe/</td>
<td>मानी /koNe/</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dative</td>
<td>मानी /kone/</td>
<td>मानी /kone/</td>
<td>शेताल/शेताल /shAne/shene/</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Instrumental</td>
<td>मानी /konAthi/</td>
<td>मानी /konAthi/</td>
<td>-</td>
<td>शेताल /shAnAthi/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>मानी /konAthi/</td>
<td>मानी /konAthi/</td>
<td>-</td>
<td>शेताल /shAnAthi/</td>
<td></td>
</tr>
<tr>
<td>Locative</td>
<td>मानी /konAmA ~/</td>
<td>मानी /konAmA ~/</td>
<td>शेताल/शेताल /shAne/shene/</td>
<td>-</td>
<td>शेताल /shAmA~/</td>
</tr>
</tbody>
</table>

*Table 2.1*
iii. **Demonstrative pronouns**

Demonstrative pronouns are used to show the objects or persons referred by the speaker. And to distinguish the particular objects or people that are referred to from other possible candidates.

For the objects which are near to the speaker अ is used and for objects/persons which are far from the speaker ए / / are used.

Demonstrative pronouns do take case marking; the following table gives a better explanation.

<table>
<thead>
<tr>
<th>Case marking</th>
<th>Near</th>
<th>Far</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>अ / A/</td>
<td>ए / e /</td>
</tr>
<tr>
<td>Ergative</td>
<td>एली / /eNe/</td>
<td>एली / /eNe/</td>
</tr>
<tr>
<td>Dative</td>
<td>आले / /Ane/</td>
<td>आले / /ene/</td>
</tr>
<tr>
<td>Instrument</td>
<td>आलली/ /AnAthi/</td>
<td>आलली / /enAthi/</td>
</tr>
<tr>
<td>Locative</td>
<td>आलम / /AmA~/</td>
<td>आलम / /emA~/</td>
</tr>
<tr>
<td>Genitive</td>
<td>Msc आलो/ /Ano/</td>
<td>आलो / /eno/</td>
</tr>
<tr>
<td></td>
<td>Fem आली / /Ani/</td>
<td>आली / /eni/</td>
</tr>
<tr>
<td></td>
<td>Net आलु / /Anu~/</td>
<td>आलु / /enu~/</td>
</tr>
</tbody>
</table>

These pronouns do take case markings.
iv. Reflexive pronouns
These pronouns are used to show the reflection of the speaker, hearer and event the third person. And when the person acts on himself.

22. जू जाते, सोडेह बनावीं.
Hu~ jAte, rasoi banAvisha
I will cook myself.

23. ते पोतानी महेनत्थी आगा आदी छे.
Te potAni mahenatathi AgaLa Avi chhe
She has achived success by her ownself.

24. आ घर मोहननु पोताने छे.
A ghara mohananu~ potAnu~ chhe
This is Mohan`s own house.

v. Relative pronouns
They are used to relate two clauses in a large sentence.

25. जे आंबो वाचें, ते केरी बाय.
Je A~ bo vAve, te keria khAya
One who plants the mango tree, eats the mango fruit.

26. ज्यारे रजा पडके, त्यारे जू आवीं.
jyA~ raje paDashe, tyA~ hu~ Avisha
I will come, when there will be holiday.

27. ज्या बसे गुजराती, त्या बसे गुजरा.
jyA~ vase gujarAti, tyA~ vase gujarAta
Wherever a Gujarati is residing, there is a Gujarat.

vi. Indefinite pronouns
These pronouns refer to person, object, situation, and incident in general and not in particular. The reference is indefinite.

Examples- तीनो, तोडकड, दरेक, कईं
**koi, koik, dareka, kashu-k**  
someone, someone, everybody, something  
These pronouns too take case markings.

**vii. Reciprocal pronouns**  
They indicate symbiotic relation of a pronoun.  
अरसपरास, परसपरा,

**arasaparasa, parasapara**  
Among each other (both mean the same)

### 2.3.3.1 Peculiar quality of Gujarati pronoun

In the category of personal pronoun, there is inclusive and exclusive variety.  
अपने /ApaNe/ indicates the inclusive one, the speaker and the hearer both are addressed. And अपे /ame/ indicates the exclusive variety in which only the speaker and his subordinates are addressed. Both inclusive and exclusive pronouns take all case, gender and number markings.

Another peculiar quality of the language is the use of pronoun आप /Apa/ meaning honorific you in singular. It is not a Gujarati pronoun, it is Hindi pronoun. Under the influence of Hindi language, its use is increasing day by day. It takes all case markers and behaves as normal Gujarati pronouns.

Conjunctions and interjections have been discussed in the previous chapter, so they are not discussed here, as the part of NP.

### 2.3.4 Gender and Number

The identification of an entity is done by its basic qualities. A group of certain qualities make a specific entity in the world. Human beings, in order to easily identify any of the features, assign certain signs. These signs are attached to the worldly entities; here noun and adjectives. And these signs are gender, number and person.

Everything in Gujarati has gender. Generally, gender is assigned on bases of biological features, but in Gujarati language, there are other features which
have to be kept under consideration, like size, shape, work, usefulness and social status, while assigning gender. Gender also varies in dialects.

One of the important sign is the number. It could be a single entity, two entities or more than two. Gujarati language has only two categories in the number—singular and plural. Singular is just one and plural means anything more than one.

Gujarati has three genders; masculine, feminine and neuter. It is the peculiar quality of the language. Generally, Indo-Aryan languages have two genders as Hindi or they have none as Bangla.

Gujarati has two numbers—singular and plural. Gender and number are represented together, by portmanteau morph.

Masculine- चोकरो, चोकराॅ, पर्वत, दीरे, वाघ

*chokaro, chokarAo, parvata, doro, vAgha*

boy, boys, mountain, thread, tiger

Feminine- चोकरी, चोकरीॅ, नदी, होरी, बिलबी

*Chokari, chokario, nadi, bilADI*

girl, girls, river, string, cat

Neuter- चोकरु, घर, अरुण, दोरु, कम्प्युटर

*chokaru~, ghara, jhraNu~, doraDu~, kompyuTara*

child, house, stream, rope, computer

The following table shows the three gender endings, with singular and plural.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>अॅ - 0</td>
<td>अॅ - A</td>
</tr>
<tr>
<td>Feminine</td>
<td>दी - i</td>
<td>दी/आॅ - i/ A</td>
</tr>
<tr>
<td>Neuter</td>
<td>दी - आॅ~</td>
<td>आॅ - A~</td>
</tr>
</tbody>
</table>

Nouns are inflected with gender – number markings. The verb agrees to the noun, and it is shown by the gender – number markings. Gender is very arbitrary because grammatical gender does not always follow the natural gender.
Nouns are inflected with gender-number suffixes and case markers. Gender-number markings make noun more specific and case markings show the relation between noun and noun or noun and verb. And also help nouns show its agreement with the verb. Gujarati language identifies five case markers and fourteen theta roles. Theta roles are connected with each other by the case markers.

2.3.5 Theta roles / Case Roles
Theta roles also known as case roles are the various roles played by the arguments in a sentence to give it a desired meaning. The verb decides the case role. Theta roles represent the action, process or state denoted by the verb. This is a purely semantic feature. It is completely context dependent.

There are almost 14 different case roles recognized in Gujarati language.

i. Agent/Actor
This is the most vital role. He is the doer of the action, the one who performs the act denoted by the verb. Agent has four qualities, which he needs to fulfil to become one. A), agent has to be animate. B), agent has to be independent. C), agent should have the intention to perform the act and D), agent should have the control over the action.

In the example, (27) राम केरी भायचे.

_rAma keri khAya chhe._

Ram eats a mango.

Ram is the agent, he is the one who does the action of eating, has control over the act and has the intention of eating. He is independent and also animate. So Ram is the agent.

ii. Patient
It is the case role on which the action is performed by the agent and as a result it may undergo change in size, shape, place, form and colour. It is the main aim of the agent, it can be abstract too.

In the above example, mango is the patient. Actor Ram performs the act of eating of mango and as a result the mango, changes its shape.
28. राम चोदा वाचे छे.

_rAma chodadi vA~che chhe._

Ram is reading a book.
Here, Ram is the agent, and book is the centre of agent's activity. Though
book does not undergo any visible change, book is the patient.

29. राम क्रिकेट रेमे छे.

_rAma crickeTa rame chhe._

Ram is playing cricket.
Here, cricket is the patient, though abstract. It's the aim of agent.

iii. **Recipient**

It is the animate entity which receives some object. He is the one who
receives something as the part of the action.
In the example, Mohan gives a mango to Ram, Ram is the recipient.

30. पूजारी भक्तों प्रसाद आपे छे.

_pujari bhaktone prasAda Ape chhe._

Priest is giving _prasad_ to the devotees.
Here, the devotee is the recipient, as they receive an inanimate object from an
animate entity.

iv. **Instrument**

It is an animate object by whose help agent performs the act. It is most
needed in the completion of the act. Example-

31. निला वलनिथी छाश वलोवे छे.

_nilA valaNithi chAsa valove chhe._

Nila is churning the buttermilk with a churner.
In this example churner is the instrument which is obligatory in the completion
of the act. And with the help of the instrument the agent Nila completes the
act.

v. **Source**

It is an inanimate object/place from where agent or patient moves. The place
from where the action begins, it's the point of departure. Example
32. दूधमांसी दली बने हे.

dudhamA~thi dahi~ bane chhe.
Curd is prepared from milk.

33. शिलाए पही परदी कोट ली घो.

shilAe khi~Ti parathi koTa lidho.
Sheila took the coat from the hook.

In first example milk is the source, from where curd is prepared. And in the
second example hook is the source, from where the coat is moved by the
agent, Sheila.

vi. **Goal**

When an animate/inanimate object is moved towards a bigger
animate/inanimate object, this case role is known as goal.

34. अणले पंची पर पत्थर फेंको.

eNe pa~khi para patthara phe~kyo.
He threw a stone on the bird.

Here the bird is the goal, where the stone is aimed at.

vii. **Medium**

It is an animate entity by whose help the agent performs the act.

35. निलाक शिला पासे तेलन करायु.

nilAe shilA pAse lesana karAvyu~
Nila made Sheila do her homework.

Here, Sheila is the medium, with whose help the agent Nila completes the act.

viii. **Force**

A natural object/entity by whose presence there is a change of position.

36. वृक्षोंदोंमधील आळ पडी आयु.

vAvAjhoDAmA~ jhADa paDi gayu~
A tree fell due to the storm.

Here, storm is the natural force, due to which the tree was uprooted, i.e. it
suffers a change of position.
37. पवनथी बारी बुल्ली गई।

*pavanathī bAri khuli gai*

The window opened due to the wind.
Here, too the wind is the natural force, responsible for the opening of the window.

ix. **Location**

This is the place where the action occurs.

38.जंगलाला वाध अने सिंक लढे गेले।

*ja~galamA~ vAgha ane si~ha laDe chhe*

The lion and tiger are fighting in the jungle.
The place of action is at the forest, so forest is the location.

x. **Time**

The time in which the situation occurs.

39. मोहन सांगे घरे आवश्ये।

*mohana sA~je ghare Avashe.*

Mohan will come home in the evening.
The time of action is evening, so evening is the time.

xi. **Cause**

A situation which arises due to another situation.

40. अतिशय वरसाद परवाथी लीलो दुश्कळ पडे गेले।

*atishaya varasAda paDavAthi lilo duSHkALa pade chhe.*

Extreme rain causes green drought.
Here the cause for green drought is rain, so cause is rain.

xii. **Result**

It is the change in form of the substance due to some process or action.

41. माखानामाथी घी बने गेले।

*mAkhaNamA~thi ghi bane chhe.*

Ghee is prepared from butter.
Butter undergoes some process and as a result we get ghee, so ghee is the result.
xiii. **Experiencer**
An animate entity which undergoes a mental process. Generally a human being who feels the emotions.

42. मोहनाने भूल आंदो थायो.
*mohanane khuba Ana~da thayo.*
Mohan was very happy.
Here, Mohan is the experiencer, he experiences happiness,

xiv. **Neutral**
An object which does not have any special role to play, but is being talked about.

43. कुवामा पाणी छ.
*kuvAmA~ pANi chhe.*
The water is in the well.
Here, water does not have any special role to play, nor does it undergo any process. It is neutral.

**2.3.6 Case-suffix**
Case roles define the relations among the various nouns in a sentence. And case markers connect these relations. Case roles work at a semantic level and case suffixes are syntactic. They show relation between noun-noun or noun and verb. They also help in arranging the agreement of the sentence, which is between verb and other nouns. There are basic five case suffixes present in the grammar of Gujarati language. They are as follows-
- (e), -न (ne), -ठी (thi), -मा (mA~), and न (na). *na* is a possessive suffix that behaves as per gender and number. And it becomes- -नो (no), -नी (ni), -नु (nu~), -नो (nA), -नी (nA~).

Each case suffix is attached to predefined case roles. Suffixes show the relation between case roles, generally the most important case do not take any suffix, its relation to another cases is shown by suffixes attached to the subordinate cases.
i. The case suffix – e.

a. It is attached to the agent in past tense of transitive verb as in-
44. मोनाए केरी आधी.

monAe keri khAdhi.
Mona ate a mango.

Mona, here is the agent, generally agent does not take any case marker, but in Gujarati due to ergativity, agent takes case marker in past tense and in perfective aspect of transitive verb.

b. To show perfective aspect as-
45. मोनाए केरी आधी हऍसे.

monAe keri khAdhi hase.
Mona must have eaten a mango.

c. It is also attached to the agent in potential construction, as -.
46. मोनाए केरी आधी जोईऍ.

monAe keri khAvi joie.
Mona should eat a mango.

d. It is attached to show time as
47. आजे बपोरे ओहा वाजे मोनाआ आवशे.

Aje bapore trNa vAge monA Avashe.
Mona will come today afternoon at 3 o’clock.

e. And in some constructions it is attached to place as in-
48. मोनाआ शालआे गाइ छे.

monA shALAE gai chhe.
Mona has gone to the school.

For some constructions, it can also show instrument as
49. लोको नेता ने पाले पाले मारो.

lokoe netAne cha~pale cha~pale mAryo
The people beat the neta with the sandals.

ii. The case suffix – ne.

a. It is attached to animate object as –
50. नर्स दादाजीने चलावे छ.

*narsa dAdAjine chlAve chhe.*
The nurse is making the grandfather walk.

b. It is also attached to recipient as –

51. राम श्यामने योपकी आप्शे.

*rAma shyAmane chopA Di Aparsh.*
Ram will give a book to Shyam.

c. And also to experiencer as –

52. मने शाक लायो छ.

*mane thAka Agyo chhe.*
I am tired.

iii. **The case suffix – thi.**

a. It is attached to instrument as –

53. मोना कातरथी धाना कापे छ.

*monA kAtarathi dhANA kApe chhe.*
Mona is cutting the coriander with scissors.

b. It is also attached to source as –

54. बा मंटिरथी आत्मा.

*bA ma~dirA thi Aveya.*
Ba came from the temple.

c. And sometimes to passive agent as-

55. मोनाथी कप टुटवो.

*monAthi kapa phutyo.*
The cup is (unintentionally) broken by Mona.

iv. **The case suffix- mA~.**

a. It is attached to place as –

56. बिलए घरमा कुरे छ.

*bilADi gharamA~ phare chhe.*
The cat is roaming in the house.
v. The case suffix — na.

a. It takes gender number suffixes. It shows possession. It is attached to the owner. And the object possessed takes the gender number.

57. मोहनानी कार

mohanani gAdi
Mohan’s car.

Here Mohan is masculine and car is feminine. To show that the car belongs to Mohan, Mohan takes –na suffix and then gender number marker is attached to –na, which converts it into –ni, as per the requirement of the sentence.

b. The –na case marker also shows the part-whole relationship

58. हाथानी पंच

hAthano pa~jo
Hand’s claw

59. अंगैनी नाखा

A~gaLino nakha
The nail of the finger.

c. And also a thing made from like

60. सोनानु कवाट

sonAnu~ kabAta
Gold cupboard (the cupboard made of gold)

61. लकडाना पला~गा

lAkADAna pala~ga.
A wooden bed.

2.3.7 Post-position

Post-positions are just like case markers. Their work is similar, but they are represented in a different way. Case markers are attached to the noun, but post-positions are not attached. They appear as a single unit. It is a closed class. It appears after the noun. It generally specifies the position and intention of the noun. Example—
62. टेबल पर केरी छे.

*Tablea para keri chhe.*

The mango is on the table.

63. मोहन दाल साथे रोटली आये छे.

*Mohana dALa sAthe rotali khaYa chhe.*

Mohan is eating roti with the daal.

There are many post-positions but I have discussed the most frequent ones.

### 2.4 Structure of Noun Phrase

The following example shows the placing and of basic components of noun phrase as per phrase structure and in tree-diagram.

64. मोठा बा आलको साथे कुटराने गरम रोटली आये छे.

*mota~ bA bAlako sAthe kutarAne garama roTali Ape chhe.*

Grand mother is giving hot rotis to the dog with the children.

\[
\begin{align*}
S &= NP+VP \\
NP_1 &= \text{Adj} + N_1 \\
VP_1 &= NP_2 + VP_2 \\
NP_2 &= N_2 + \text{PP} \\
VP_2 &= NP_3 + \text{VP}_3 \\
NP_3 &= N_3 \\
NP_4 &= NP_4 + VP_3 \\
NP_4 &= \text{Adj} + \text{VP}_3 \\
VP_3 &= \text{Main verb} + \text{aux.}
\end{align*}
\]

Here, in this sentence *mota bA* (grand mother) is the NP- NP_1.

And *bAlako sAthe kutarAne garama roTali Ape chhe* (is giving the hot rotis to the dog with the children) is the VP.

In NP1 mota is the adjective and ba is the noun.

VP1 has two NPs – *bAlako sAthe* and *kutarAne garama roTali*

NP2 – *bAlako sathe*; takes number and post position.

NP3- *kutarAne garama roTali*; has *kutarAne* as noun with case marker *garam* is adjective adn *roTali* is noun.

VP is *Ape chhe*; *Ape* is main verb and *chhe* is auxiliary.
As noticed in the above example, adjectives precede the noun they are modifying. The verb in the sentence is ditransitive, hence it takes three arguments.

The tree diagram is –

![Tree Diagram]

Nouns, adjectives and pronouns are the main components of the noun phrase. Nouns take gender, number and person markings. The relations are interconnected and they are shown by case suffixes and post-positions. And Gujarati language identifies 14 theta roles, which are dependent on the verb.

Verb phrase is the main zest of this thesis. Verbs are most complicated and interesting category. This is because lot of information is engraved in them. The following section discusses the components of verb phrase; adverbs and auxiliaries respectively.

2.5 Adverbs

Adverbs are a heterogeneous group of items which contrast with the other main word-class; nouns, verbs and adjectives. They function in a variety of ways, modifying other elements in clause structure, such as adjectives, other adverbs or even the clause as a whole, but their most frequent role is to specify the mode of action of the verb. The functional definition identifies them
as modifiers of verbs, adjectives or other adverbs.\(^3\) It can be said that adverbs function as modifiers of constitutes other than nouns. Adverbs in Gujarati are ambiguous. They are rather a mixed lexical class, semantically, morphologically and syntactically. They tend to appear as an optional constituent of sentences, rather than as obligatory members which define the core meaning of the situation. There number and position is not fixed in the sentence. According to their semantic type, their syntactic position varies enormously in the sentences. There is no specific group of words which can be kept under the head of adverbs. Adverbs can be identified by their position and function in a sentence. I have explored Gujarati adverbs through various dimensions. They cannot be explained through a single sphere of thought. I have taken different perspectives to explain the adverbs at its fullest - Structure, Formation and Function.

2.5.1 Structure
Adverbs being an optional category do not have a fixed place and number in a sentence. They tend to change their position, but generally they are a part of the verb phrase and are placed away from verb on its left. Adverbs can be a single word or even a whole phrase- adverbial phrase. They can appear in the sentence and in the beginning of the sentence.

Examples
Adverb as a single word in the beginning of the sentence.
65. अच्छाना तेल्या चीस पारी.

\textit{achAnaka teNe chisa pAdi.}

Suddenly he/she shouted.

Adverbial phrase in the beginning of the sentence.
66. तमे कृपया हल्यु तेम आजेश शाळामांू रजा हली.

\textit{tame kidhu~ hatu~ tema Aje shALAmA~ raja hati.}

As you had said, it was a holiday in the school. Here the whole phrase modifies the sentence.
The possible positions of adverb in a sentence can be better explained by the following sentence structure-

Verb is the most important component and the deciding factor in the sentence. It is obligatory and is placed on the utmost right of the sentence. It does not change its position.

On the left of verb direct object is placed, it can be a noun or a noun phrase. Nothing is placed in between verb and direct object. On the left of direct the object there is an indirect object, which is again noun or noun phrase. Sometimes adverb of manner appears between them. After it, adverbs are placed; it’s the oblique object position. At this position the adverbs of location, instrument, force and source can appear. On the left of it, is the subject. The subject can be a noun or a noun phrase. Adverb placed in a sentence; modify verb, adjective, adverb or the whole verb phrase. But the adverb placed at the beginning of the sentence modifies the whole sentence. Adverbs of time, place, probability and speaker’s comment can appear there. Types of adverbs are discussed in the later section.

This is the general placement of adverbs. They tend to change the positions, as they are optional class and Gujarati being a highly inflected language it is easy to decode the desired meaning. The main reason for shift in the position is due to enfocusing and topicalization.

2.5.2 Formation
Adverbs can be classified in to two types- Independent (free) and Syntactic.
Independent adverbs-
Gujarati has a small group of independent adverbs. They make a direct impact on the verb. And show the manner in which the action or process is performed.
Example – अचनक (achAnaka- suddenly) चिर्य, (chokksa-surely), तत्काल (tatkAal- immediately), अकसर (akArana- without any cause), अद्वेयता (adhdhjatAla- indefinite) and so on.

2.5.2.1 Syntactic

Majority of adverbs are formed from various word classes, undergoing different morphological processes.

Nouns and adjectives take suffixes like – मा (mA~), थे (e), थी (thi)

i. Nouns inflected with – मा (mA~)

67. पंजी आकाशमा लिए छ।

Pa~khi AkAshamA~ ude che
The bird is flying in the sky.
Here, the word sky takes the suffix and modify the place of action. The bird is flying in the sky, so sky becomes the adverb of place.

68. राम अने रहिम आगमं मल्या।

Rama ane rahima bAgmA~ malyA.
Ram and Rahim met in the garden.
Here, garden takes the suffix as it is the place of action. Hence, it is an adverb of place.

69. शिशका गुस्सामा बोल्या।

shishaka gusaama bolya.
The teacher spoke angrily.
The noun ‘gussa’ takes the case marker – /mA~/, which shows manner of speaking; hence the noun is converted into adverb of manner.

70. रहिम उतावलाम जम्यो।

Rahim utAvaLmA~ jamyo.
Rahim ate hurriedly.
The act of eating is modified. And the noun ‘hurry’ becomes adverb of manner.

Nouns can be converted into adverbs with -/mA~/ suffix.

ii. Nouns inflected with – चे /e/

71. मोना सांजे आवशे.

*monA sA~je Avashe.*

Mona will come in the evening.

This suffix shows adverb of time. Mona will come in the evening, so the time of coming is modified.

72. रोमा शाळाचे जाय छे.

*roma shALe jAYa che.*

Roma goes to school.

Here the suffix shows the place of action, where it is going to be performed.

73. अजे मोहना घरे जाशे.

*Aje mohana ghare jase.*

Mohan will go home today.

Again here, the suffix shows the place of action that is home. And not ‘today’, as adverbs are always placed on left of verb.

74. अमारी ट्रेन दस वाजे आवशे.

*mAri traina dusa vAge Avashe.*

Our train will arrive at 10 o’clock.

iii. Nouns inflected with –थी thi

75. सोहन ओपिसाथी आवो.

*sohana ophisathi Avyo.*

Sohan came from office.

The suffix thi modifies the verb ‘to come’. Sohan came from office, so its adverb of place.

76. वाघ जघ पाछलाथी आवो.

*vAgha jhAda pAchhLathi Avyo.*
The tiger came (from) behind the tree.  
Here again, the tree is the adverb of place.

77. मने देवाथीं ताव मठयो.

*mane davAthi tAva matyo*  
My fever was cured be medicine.  
Here the reason for cure is medicine, so it is the adverb of reason.

iv. Adjectives inflected with –धी /thi/

78. साहेब मोटेथी बरा दया.

*sAheba motethi barAdyA*  
Sahib shouted loudly.  
motethi shows the manner of shouting, so its adverb of manner.

79. मोना, धिमेथी बोल.

*monA, dhimethi bola*  
Mona, speak slowly.  
It shows the manner of speaking, so adverb of manner.

2.5.2.2 Derivation (Participles)

Verbs are converted into adverbs by the process of derivation. Participles markers are attached to verbs and those participles behave as adverbs, when placed at adverbial position. As mentioned earlier, adverbs do not follow a specific set of rules, for their identification. Adverbs are those grammatical categories that modify a verb. So when a verb is converted into a participle it can also become an adverb and modify a verb.

In the following examples, verbs take –त /ta/ suffix, which makes a present participle, and makes it adverb of manner.

80. ते आलती आलती पडी गई.

*te chAlati chAlati padi gai.*  
She fell down while walking.  
Here, the act of falling happened, while walking. Adverb is reduplicated with nasalization.
81. रम डोटा स्कूल आयो.

rama doDato shALe Avyo.

Ram came running to the school.

Here, came is the main verb and running is the manner in which ram accomplished the action. Adverb is not exactly placed next to the verb; there is another word in between- school. It behaves as adverb of place. Adverb doDato, has gender number suffix of the subject- ram, still it modifies the verb. So we can say that adverbs do take gender/number suffix, but always modify a verb. To rightly understand adverbs, one has to take its semantic and syntactic features in to consideration.

Suffix – दांते (ine) is a srrelative participle suffix.

82. हु आविश.

hu~ chAlIne Avisha

I will come walking.

Again here, the adverb shows the mode of action.

83. पाणी उकलिने पिवु जोये.

pANi ukALIne pivu~ joiye.

Water must be boiled and drunk.

It shows the manner in which the water should be drunk.

-वा (vA) is motivative participle. And produces adverb of reason.

84. आमे रहेवा आयो कता.

ame rahevA Avya hatA.

We had come to stay.

The adverb ‘to stay’ shows the reason of coming.

85. हु तने मल्वा आविश.

hu~ tane maLva Avish.

I will come to meet you.

The reason for the coming is meeting. So meeting is the adverb.
Here the reason of giving a purse is for using. So using is adverb. In all the above examples, adverbs are placed on left of verb. And they do take gender-number suffix.

There is another interesting category of adverbs, known as reduplicative (compound) adverbs.

### 2.5.2.3 Reduplicative adverbs

It is a compound word, where the first word is repeated, with and sometimes without suffixes. They are generally verb roots or nouns.

a) टगटगरे TagaraTagara

b) तिकि२२ TikiTikine

c) मलकमल२ malakamalaka

d) रमानभमाा Na ramaNabhamNa

Reduplicative adverbs also have another onomatopoeic category.

a) टाडा२ taDataDa

b) पटपटे paTapaTa

c) गनाना gaNagaNa

d) थाणगान thanagana

### 2.5.2.4 Semantic

At the semantic level, adverbs denote possibility, quantity and appear as speaker’s opinion.

**A. Possibility**

Adverbs show the possibility of happening of the action/situation mentioned in the sentence.

Examples-
87. \( \text{kadAcha } hu~ mAr~ pAkIT bhuli gayo chu~. } \) 
May be I have forgotten my wallet.

88. \( \text{lagabhaga Aje mohana nahi~ Ave. } \) 
Mostly Mohan won’t come today.

89. \( \text{ghaNu~kharu~ monAne samajAi jatu~. } \) 
Mona used to understand majority of the things.

90. \( \text{kyAreka kyAreka ahi~ barapha paDe che. } \) 
Sometimes there is snowfall over here.

91. \( \text{e tamane chokksa madada karashe. } \) 
He will definitely help you.

**B. Quantity as Intensifiers**

Adverbs are also used as intensifiers, they intensify the situation. And sometimes they also modify the adjectives.

92. \( \text{bALakane khuba tAva chhe. } \) 
The child is having high fever.

93. \( \text{A ghara vadhare paDatu~ moghu~ chhe. } \) 
This house is very costly.

94. \( \text{tu~ taddana khoTi vAta kahe chhe. } \) 
You are talking absolutely wrong.
95. ससलु एकदम धोलु हतु.
*Sasalu~ ekadama dholu~ hatu~.*
The rabbit was milky white.
In the first two sentences adverbs modify the verb and in last two it modifies the adjectives.

C. Speaker’s opinion
Another category is of speaker’s opinion. These adverbs modify the whole sentence. The speaker gives his opinion about the situation mentioned in the sentence.
96. मने लागे छे के युट्टी बहेती आवशे.
*Mane IAge chhe ke chutti Bahetii Aavshe.*
I feel that the elections will come early.
97. वास्तवमा कंदे कोई नेता सारा नथी.
*vAstavama~ have koi neta sAra nathi.*
In reality, there is no good leader.

2.5.3 Functions
Adverbs can be classified through their functions too. Ten types of different functional adverbs are known in Gujarati. They have been labeled various theta roles. Being an optional category they can play a variety of theta roles. But they can’t come as agent, patient and direct object. As these three are obligatory.
Adverbs denote different roles
i. Adverbs which shows time- आजे, साजे
*Aje, sA~je -Today, evening*
98. आजे वरसाद पडशे.
*Aje varasAda padshe*
It will rain today.
ii. Adverbs which shows topic /subject- अंजे, विजे
a~ge, vishe - of subject, about

99. साक्षरे, परीक्षा अंजे चया करी

sAhebe, pariKSHA a~ge charchA kari

Sir discussed of the subject of exams.

iii. Adverbs which shows manner- रीते, सुपेरे

rite, supere - accordingly, within time

100. लोडे झडे सारी रीते वात करवी.

nokara joDe sAri rite vAta karavi

iv. Adverbs which shows place- चेंटे, आकाशमां

cheDe, AkAshamA~ - at the bottom/end, in the sky

101. हनुमांकरी भारतमा चेंटे मां

kanyAkumAri bhAratanA cheDe chhe

Kanyakumari is at the bottom of India.

v. Adverbs which shows reason- उत्तराचार्मां, बुलमां

utAvaLamA~, bhulamA~ - in hurry, by mistake

102. उत्तराचार्मां हु मां भज पररु घरे बुली गइ

utAvaLamA~ hu~ mAru~ parsa ghare bhuli gai

I forgot my puries at home in hurry.

vi. Adverbs which shows instrument- लाक्षा वडे, जहाँधी

lAkaDA vaDe, jhADuthi - by / with the wood, by the broomstick

103. लाक्षा वडे सुलो सलागAVavo.

lAkaDA vaDe chulo saLagAvavo

One should fire the hearth with the wood.

vii. Adverbs which shows place of starting- अहिं, पाचलथी

ahi~thi, pAchaLathi - from here, from behind

104. अहिं पड़े पर चढङु.

ahi~thi pahADa para chadhavu~.
Climb the hill from here.

viii. Adverbs which shows cause- सरकारी, मानसथि

sarakArathi, mANasathi -by the government, by human being

105. माणसथि ज पृक्ति जन्मय.

mANasathi ja prkruti jaLavAya.

Nature can be protected by human beings only.

ix. Adverbs which shows purpose- घर माटे, पाणी माटे

ghara mAte, pANi mAte -for the house, for the water

106. मारे घर माटे पड़ा अरीवाया के

mAre ghara mAte pADaD kharidavAnA chhe

I have to purchase the curtains for the house.

x. Adverbs which shows possession – काका पासे, मारी पासे

kAkA pAse, mAri pAse -with uncle, by me

107. काका पासे एक हैवली के

kAkA pAse eka haveli chhe

Uncle owns one mansion.

xi. Adverbs which shows medium – माणी पासे छोटे रोपायो

mALi pAse choDa ropAvyo -(someone)made the gardener plant the plant

108. शेतनी माणी पासे छोट रोपायो

sheThANie mALi pAse choDa ropAvyo

Madam made the gardener plant the plant

xii. Adverbs which show location नदी पासे, घर पासे

nadi pAse, ghara pAse -near the river, near the house

109. नदी पासे एक मंदिर है?

nadi pAse eka ma–dira hatu?

There was a temple near the river.

pAse is such an adverb which can carry out three functions – possession, medium and location.
2.5.4 Position of the adverbs (denoting various roles) in a sentence-

The positioning of the adverb in a sentence is most arbitrary. Though it is an obligatory category, it follows some pattern. Adverb of manner never comes before the actor. Adverbs of time, place and manner generally come together and their order is as time, place and manner. The adverb showing place of starting and the adverb showing instrument mostly never appear together. If at all they appear then the adverb showing place of starting comes first and the adverb showing instrument follows it.

The general order is as follows-

\[ \text{Adverb Showing} \rightarrow \text{Time} \rightarrow \text{Place of Starting} \rightarrow \text{Instrument} \]

\[ \text{Manner} \rightarrow \text{Place} \rightarrow \text{Verb Phrase} \]

This order is decided by the inherent semantic properties of the verb present in the sentence.

Understanding Gujarati adverbs needs a structural, functional and semantic perspective.

2.6 Auxiliary verbs

Auxiliaries are the words that express the tense, aspect, mood, voice, or polarity of the verb with which they are associated. 4*

Auxiliary verbs play a very essential and interesting role in verb phrase. They are important because they give extra information; they spice up the situation and are interesting because of their variety and structure. Gujarati speakers have a tendency of using auxiliary verbs, intensively.

The meaning is conveyed by the main verb itself. And the structure without auxiliary verb is simpler; NP and main verb. Simplest construction will have three words Subject Object and Verb; with an auxiliary in addition it will become four. As per natural human tendency, speakers prefer lucid, uncomplicated and short sentences.
But when it comes to auxiliaries in Gujarati sentences this tendency finds an exception. Non-auxiliary sentences are structurally lucid, but speakers find them abrupt and artificial. So we find excessive use of auxiliaries in Gujarati language.

Example 110. 

<table>
<thead>
<tr>
<th>Noun</th>
<th>kapaDA~</th>
<th>dhoyA~</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nita</td>
<td>clothes</td>
<td>wash</td>
</tr>
<tr>
<td>Nita</td>
<td>washed</td>
<td>clothes</td>
</tr>
</tbody>
</table>

This is a simple sentence, with no auxiliary.

The sentence below can be used in the same situation with slightly different meaning. It has an auxiliary, so the total elements are four.

Example 111. 

<table>
<thead>
<tr>
<th>Noun</th>
<th>kapaDA</th>
<th>dhoi</th>
<th>nAkhyA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nita</td>
<td>washed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nita</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Here the auxiliary verb – nAkhyA shows completion and manner that is hasty and abrupt.

Function of auxiliary verbs is simple. They add some more meaning to the verb. They show how the action is performed and give the information about the tense. Majority of auxiliary verbs are basic, simple verbs, they become auxiliary verbs when they occur at a position of auxiliary; that is on the right hand side of the main verb.

Structure of verb phrase, including auxiliaries.

Example 112.

<table>
<thead>
<tr>
<th>Noun phrase</th>
<th>obj</th>
<th>Main verb</th>
<th>auxiliary</th>
</tr>
</thead>
<tbody>
<tr>
<td>rAma</td>
<td>keri</td>
<td>khAy</td>
<td>chhe</td>
</tr>
</tbody>
</table>

Ram eats a mango.

This is the simplest auxiliary sentence.
The following examples have two auxiliaries.

113. rAmē kērī āChā nāphī hāshē.

Ram must have eaten the mango. (abruptly and hastily)

114. rAmē kērī āChā āChō hāshē.

Ram would have eaten the mango.

And their structure is as follows- 115.

Noun phrase  obj  main verb  auxiliary  auxiliary

rAmē  kērī  āChā  nāphī  hāshē.

The main function of auxiliary is to show the tense, aspect and mood of the sentence. Generally, tense, aspect and mood markers are attached to verb, but when there is an auxiliary verb and a main verb, this information is given by auxiliary verbs. When an auxiliary is added to the sentence, the main verb undergoes some change. It takes ‘āChā’ (i) as the suffix and drops all other TAM suffixes. Now the auxiliary verb takes the TAM suffix. The agreement is also with auxiliary verb.

In sentence no. 110, there is only one verb. In sentence no. 112 there are two verbs; main and auxiliary respectively. The main verb takes – āChā (i) and drops other suffixes which are now added to auxiliary verb.

The agreement is always between verb and subject or object depending upon the nature of verb and sentence. If the AUX verb is transitive then the agreement is with subject and if intransitive then with the object, in the past tense.

Auxiliaries are mandatory in present tense verb. If the tense marker is removed from present tense sentence, it shows mood and not tense. Future and past tense verbs can occur without auxiliaries.
The verb –ा (khA) is a transitive verb. In the past tense the agreement of the verb is with the object.

116. मोनाए सफरजाना आधु.

monAe sapharajana khAdhu~
Mona ate an apple.
As sapharajana is singular and neuter gender, the verb khA takes singular neutral suffix ु~.

If we add an auxiliary than the agreement of the object will be with auxiliary verb and not with main verb, but the main verb will take – ी suffix.

117. मोनाए सफरजाना आई लिदु.

monAe sapharjana khAi lidhu~
Mona ate an apple.
Auxiliary verbs provide semantic and syntactic information.

There are two types of auxiliaries prevalent in Gujarati language.

1. Tense Auxiliaries
2. Explicators

2.6.1 Tense Auxiliaries
Tense auxiliaries are of closed class. They work at a structural level, and are used to indicate tense and aspect. They have pure syntactic functions. They are - ध / द्वर / धै. cha/ hat/ ho

Depending on the nature of the verb, tense auxiliary takes the person, number and gender marker; to show the agreement with subject or object.
In tense only present tense takes auxiliary, takes the person and number suffix. -ध. /cha/
Present tense auxiliary

<table>
<thead>
<tr>
<th>Persons</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>छ + उ = छु</td>
<td>छ + इह = छिम</td>
</tr>
<tr>
<td>Second person</td>
<td>छ + ऐ = छी</td>
<td>छ + अ = छ</td>
</tr>
<tr>
<td>Third person</td>
<td>छ + ऐ = छी</td>
<td>छ + अ = छ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persons</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>chh + u~ = chhu~</td>
<td>chh + ie = chhi</td>
</tr>
<tr>
<td>Second person</td>
<td>chh + e = chhe</td>
<td>chh + o = chho</td>
</tr>
<tr>
<td>Third person</td>
<td>chh + e = chhe</td>
<td>chh + e = chhe</td>
</tr>
</tbody>
</table>

All the aspects take tense auxiliaries. There are three aspects – Perfect, Progressive and Prospective. All the three take same tense auxiliaries, depending upon the tense.

Auxiliaries for all aspects of present tense is as follows-

<table>
<thead>
<tr>
<th>Number/gender</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons</td>
<td>First pr</td>
<td>Second</td>
</tr>
<tr>
<td>Msc</td>
<td>छु</td>
<td>छी</td>
</tr>
<tr>
<td>Fem</td>
<td>छु</td>
<td>छी</td>
</tr>
<tr>
<td>Net</td>
<td>छु</td>
<td>छी</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number/gender</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons</td>
<td>First pr</td>
<td>Second</td>
</tr>
<tr>
<td>Msc</td>
<td>chhu~</td>
<td>chhe</td>
</tr>
<tr>
<td>Fem</td>
<td>chhu~</td>
<td>chhe</td>
</tr>
<tr>
<td>Net</td>
<td>chhu~</td>
<td>chhe</td>
</tr>
</tbody>
</table>

Auxiliaries for all aspects of future tense is as follows-

<table>
<thead>
<tr>
<th>Number/gender</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons</td>
<td>First pr</td>
<td>Second</td>
</tr>
<tr>
<td>Msc</td>
<td>छीश</td>
<td>छीश</td>
</tr>
<tr>
<td>Fem</td>
<td>छीश</td>
<td>छीश</td>
</tr>
<tr>
<td>Net</td>
<td>छीश</td>
<td>छीश</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number/gender</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons</td>
<td>First</td>
<td>Second</td>
</tr>
<tr>
<td>Msc</td>
<td>hoishu</td>
<td>hashe</td>
</tr>
<tr>
<td>Fem</td>
<td>hoishu</td>
<td>hashe</td>
</tr>
<tr>
<td>Net</td>
<td>hoishu</td>
<td>hashe</td>
</tr>
</tbody>
</table>
And the configuration is as under-

Future auxiliary construction

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th></th>
<th></th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>क/ हो + श + इ = होइश</td>
<td></td>
<td></td>
<td>क/ हो + श/इ/श+इ = होइश इ</td>
</tr>
<tr>
<td>Second person</td>
<td>क + श + इ = होइ</td>
<td></td>
<td></td>
<td>क + श + इ = होइ</td>
</tr>
<tr>
<td>Third person</td>
<td>क + श + इ = होइ</td>
<td></td>
<td></td>
<td>क + श + इ = होइ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th></th>
<th></th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>ha/ हो + श + इ = होइ</td>
<td></td>
<td></td>
<td>ha/ हो + श/इ/श+इ = होइ</td>
</tr>
<tr>
<td>Second person</td>
<td>ha + श + इ = होइ</td>
<td></td>
<td></td>
<td>ha + श + ख = होइ</td>
</tr>
<tr>
<td>Third person</td>
<td>ha + श + इ = होइ</td>
<td></td>
<td></td>
<td>ha + श + इ = होइ</td>
</tr>
</tbody>
</table>

Here, - इ /š/, is the future tense marker. Aspects are shown by main verb.

Auxiliaries for all aspects of past tense is as follows-

<table>
<thead>
<tr>
<th>Number/gender</th>
<th>Singular</th>
<th></th>
<th></th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons</td>
<td>First</td>
<td>Second</td>
<td>Third</td>
<td>First</td>
</tr>
<tr>
<td>Msc</td>
<td>कोर</td>
<td>कोर</td>
<td>कोर</td>
<td>करू</td>
</tr>
<tr>
<td>Fem</td>
<td>कोर</td>
<td>कोर</td>
<td>कोर</td>
<td>करू/करू</td>
</tr>
<tr>
<td>Net</td>
<td>करू</td>
<td>करू</td>
<td>करू</td>
<td>करू</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number/gender</th>
<th>Singular</th>
<th></th>
<th></th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons</td>
<td>First</td>
<td>Second</td>
<td>Third</td>
<td>First</td>
</tr>
<tr>
<td>Msc</td>
<td>हातो</td>
<td>हातो</td>
<td>हातो</td>
<td>हाता</td>
</tr>
<tr>
<td>Fem</td>
<td>हाति</td>
<td>हाति</td>
<td>हाति</td>
<td>हाति/हाति</td>
</tr>
<tr>
<td>Net</td>
<td>हातु~</td>
<td>हातु~</td>
<td>हातु~</td>
<td>हाता~</td>
</tr>
</tbody>
</table>

And the configuration is as under-

Past auxiliary construction

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th></th>
<th></th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>क + त + इ = करर</td>
<td></td>
<td></td>
<td>क + त + इ = करर</td>
</tr>
<tr>
<td>Feminine</td>
<td>क + त + औ = करर</td>
<td></td>
<td></td>
<td>क + त + औ/त + औ = करर/करर</td>
</tr>
<tr>
<td>Neuter</td>
<td>क + त + औ = करर</td>
<td></td>
<td></td>
<td>क + त + औ = करर</td>
</tr>
</tbody>
</table>
-ct (ta), is the past tense marker. And aspects are shown by main verb.

Within the tense auxiliary there are two more categories; mood and voice auxiliaries. There are certain verbs that need other words in the sentence to represent an activity or a state of being. Such verbs along with the other words are required for completion of meaning.

a. The abilitative mood auxiliary shows the capability of the actor in question. It shows whether the actor can perform the act or not. The auxiliary /shak/ is used to denote such situations. It behaves as any normal auxiliary. It takes all PNG suffixes. It always agrees with the subject, no matter what is the type of the verb. This abilitative mood auxiliary is a peculiar quality of Gujarati language. Examples –

104. भालको हवी वांटी वाच्यी शके छ.

bALako have vArtA vA~chi shake che.

Children can now read the story.

105. छु तमारी वाण समजु शकु छु.

hu~ tamAri vAta samaji shaku~ chu~.

I can understand your matter.

The voice auxiliary is /kar/ and /thav/ they show action and process respectively. They are most productive.

b. ५र /kara/~means to do. This is the most established and highly productive auxiliary. It is a voice as well as an explicator auxiliary. There are certain actions which can not be described in a single verb, for such cases the explicator ‘५र’ /kara/ is used. It combines with nouns and adjectives and
makes new verb phrases, known as complement structure. Noun or adjective are placed at the position of the verb, that position is called complement position. Noun or adjective, by themselves alone, can not give the meaning of verb, they need a helping verb. The auxiliary /kara/ behaves as the verb, and the whole phrase is treated as a verb (which denotes an action).

Example to help somebody – मदद करवि /madad karavi/

Help is मदद /madada/, it is a noun, in Gujarati, but there is no exact verb for ‘to help’, so we have to use the auxiliary – कर /kara/

To call up someone through phone – फोन करवा /phona karavo/

This auxiliary describes only action verbs. It can be used with almost all nouns to denote an action. The main meaning does not change. It takes all tense and aspect markers.

c. थवा /thava/ is to happen. It is a voice auxiliary for process. It is used with the complement of noun and adjective.

Examples – शांत थवा /shA~ta thavu~/ meaning to be quiet, ठंड /thavu~/ meaning to become cold/cool.

थवा /thavu~/ just like करवा /karavu~ is highly productive along with nouns and adjective it makes many verbs which denote process.

106. तोफान हरे शांत थवा छे.

tophAna have shA~t thayu~ chhe.
The storm has subsided now.

107. मारथी बुझ धड़ करि.

mArAthi bhula thai hati
It was a mistake done by me.
2.6.2 Explicators

The semantic shade of auxiliary verbs is explicators. It is prevalent in many language systems of the world; to produce new verbs with the process of suffixation. Gujarati also follows it, but some how it is not much in practice. Instead, users prefer explicators. Explicators are pure verbs by nature but behave as helping verbs, at a semantic level. Main verbs, when fail or are incapable to carry the whole and desired meaning of the situation, explicators come into action. They loose their own meaning and get a light shade of the main verb. Every explicator has its own meaning and usage, which is generally different from its original meaning.

There are many verbs in Gujarati language that act as explicators. I have selected a few for the description.

i. અફણૂ /nAkhavu~/ means to throw. But it dose not carry the same meaning when used as an explicator. It has the shade of doing some work, abruptly, haphazardly and speedily.

Examples – મારી અફણૂ /mAri nAkhavu~/ to kill, કોલી અફણૂ~/kholi nAkhavu~/ to open, દોહ અફણૂ~/dhoi nAkhavu~/ to wash away.

108. બીલડીયે દરવાજો બોલી ભજ્યો.

bIlADie daravAka kholi nAkhyo.

The cat opened the door.

ii. કદખુ /kADhavu~/ means to take out. Here, it gives the meaning of completeness. It is little abrupt.

109. દાદી ઘરથી મંદિર સુઝી ચાલી કદખુ.

dAdAe gharthi man~dir sudhi chAli kADhyu~

The grandfather walked from home to the temple.

iii. લેવુ /levu~/ means to take or accept, for ones own self. It shows the completeness of the action. Further, it shows that the actor or the doer performs the action for his own sake.
110. મોના ક્ષણમાંથી પૈસા લાઈ લે.

\textit{monA kabATamA–thi paisa lai le}

Mona, take the money from the cupboard.

iv. \textit{\textbackslash d}{\textbackslash e}{\textbackslash v}{\textbackslash u} \textit{devu~/} means to give literally. As an explicator it means to do something for another person. The agent does something for another person.

\textit{\textbackslash c}{\textbackslash h}{\textbackslash o}{\textbackslash d}{\textbackslash i} \textit{devu~/} to leave something/someone. \textit{\textbackslash m}{\textbackslash a}{\textbackslash r}{\textbackslash i} \textit{devu~/} to hit somebody

111. એને મને સાડી લાઈ દીધી.

\textit{eNe mane sADi lai didhi.}

He/she bought me sari.

v. \textit{\textbackslash j}{\textbackslash a}{\textbackslash v}{\textbackslash u} \textit{javu~/ -} means to go. Here it shows completeness.

Examples – \textit{\textbackslash t}{\textbackslash e}{\textbackslash v}{\textbackslash a}{\textbackslash i} \textit{javu~/} to get use to, \textit{\textbackslash k}{\textbackslash a}{\textbackslash s}{\textbackslash i} \textit{javu~/} to get out of way

112. સોહના અમેરિકાની ઠંડીથી ટેવાઈ જશે.

\textit{sohana amerikAni Tha–Dithi TevAi jashe.}

Sohan will be habituated to the cold of America.

vi. \textit{\textbackslash a}{\textbackslash v}{\textbackslash a}{\textbackslash v}{\textbackslash u} \textit{Avavu~/ -} literally it means to come. But as an explicator it means to go and come back speedily.

113. તૂ મારુ એક કામ કરી આવ.

\textit{tu~ mAru~ eka kAma kari Av.}

You (go and come back) do my one work.

vii. \textit{n}{\textbackslash a}{\textbackslash k}{\textbackslash h}{\textbackslash a}{\textbackslash v}{\textbackslash u} \textit{nAkhu~/ -} literlly means to throw away. But here it means to do the act completely.

114. મોનાપદયી ટી.વી તોડી નાખ્યું છે.

\textit{monAe ti.vi. toDi nAkhyu~ che.}

Mona has broken the TV.
viii. **/mukavu~/** means to put.

It shows completeness of the action and force. It does have a pinch of negative shade.

115. **mALi roja bALakone A~bAvADiyAmA~thi bhagADi mukato.**

Everyday, the keeper used to scare away the kids from the mango orchard.

116. **sherinA chokarAo gAyone choDi mukatA.**

Society kids, used to free the cows.

ix. **/lAgavu~/** means to feel.

But when it is used as an explicator it is used in with a different meaning shade. It shows the starting of the action/process. Examples-

117. **varasAda paDavA lAgyo**

The rain started.

118. **bALako ramavA lAgyA**

The children started playing.

119. **samaya JhaDapathi pasAra thavA lAgyo.**

The time flew fast.

x. **/khavu~/** means to eat. It is a transitive verb; it needs two theta roles- an actor and an object. The Actor is the one who eats and object/patient is one that is being eaten up. Like-(120) **/monAe keri khAdhi.**

**/monAe keri khAdhi/** Mona ate the mango. Mona is the actor and mango is the patient/object. The object has to be solid and inanimate. I.e. it has to be edible.
But when it is used as an explicator it, looses its original meaning. There is a little change in its original meaning. The object is no more edible. It can be abstract or anything that is concrete but can not be eaten in its basic sense.

Examples-

121. મોનાએ મારુ માથુ ખાધુ.

_monaÆ maru~ mAthu~ khAdhu~._

Mona stressed out my head.

122. નેતાઓ ભૂલ પૈસા ખાય છે.

_netAo khuba paisa khAya chhe_

The politicians are very corrupt.

123. ગાંધીનગર ક્લાસમાં મોહન ભૂલ બાગાસા બાતો.

_gaNitanA klAsamA~ mohana khuba bagAsA~ khAto._

Mohan use to yawn a lot in the math class

124. બાળકો બાગમાં હીંહી ખાય છે.

_bALako bAgamA~ hi~chakA khAya chhe_

The children are swinging in the garden.

125. નેતાઓ આતુ સાથે જોરાર ઘડી બાધી.

_netAe chAlu bhASHNe joradAra chhi~ka khAdhi_

The politician sneezed high, in the middle of his speech.

In all the above examples, the actor undergoes some act, which is compared to the act of eating. He does not actually eat, but it is shown that the performer performs the action for his own sake.

xi. મારુ /mAru~/ means to hit someone, specifically with an object. But when it is used as an explicator, it changes its meaning. It means to do. It is used as an explicator for action and process verbs. Sometimes it conveys the meaning of finishing the act, haphazardly.

Examples-
126. मोना अंग्रेज मार्गर शिक्षक पर झक मारी.

`monAe vargmA~ shiKSHka para joka mARyo`
Mona passed a joke on the teacher, in the class.

127. ओरे गाड़ी लगानी भारी हती.

`chore gADi bhagADi mARi hati`
The thief drove the car, speedily.

128. वांकने जा घर में हाथ किया है.

`va~darAe jhADa parthi kudko mARyo hase`
The monkey must have jumped form the tree.

129. हरियाला लोहा उचाल पारे हे.

`dariyAnA mojA~ uchhALA mAre chhe`
The waves of the sea are rising high.

All the above explicators, take tense and aspect markers. They also occur with tense auxiliaries.

Auxiliaries are the inevitable component of Gujarati language. They give the information about TAM and make complement structures. They also work on the semantic level and spice up the language as whole.

### 2.7 Particles

Along with the adverbs and the auxiliaries, there is a grammatical class which can appear in the VP. Particle is an optional grammatical category. They
generally appear in the NP but they can appear in VP too. It solely depends upon the motivation of the speaker. They are used to show the intention of the speaker. They are not bound by the syntactic agreement rules. They are placed before and after the verb.

Examples-
130. हु गािश ज
_\textit{hu}~ gAisha ja_
I will definitely sing.

131. पण मारी वात तो संख्यी
_\textit{paNa mAri vAta to sA~bhaLo}_
But listen to me please

132. मारी वात संख्यी तो
_\textit{mAri vAta sA~bhaLo to}_
Listen to me please (first)

133. अचे तो आवुं ज छरुं.
_\textit{ane to Avavu~ ja hatu~}_
He/she wanted to come

In verb phrase, they intensify the meaning denoted by the verb. It is a tiny closed category.

### 2.8 Conclusion
Verb is the dynamic part of the sentence. It represents a situation. Situations can be analyzed on the bases of its dynamism and static-ness. Situations can be dynamic or static. And it can be controlled as well as uncontrolled.

Verbs, adverbs and auxiliaries are the main components of the verb phrase. Adverbs are considered as a mix group, no set of rules can define them perfectly; expect the adverbs of manner. Tense and explicator are the two major types of auxiliaries found in Gujarati. Gujarati has intense use of auxiliaries; hence, it is difficult to imagine a sentence without auxiliary.

Particles intensify the meaning denoted by the verb. The main component of verb phrase- the verb has not been discussed in this section. Gujarati verb is
a matrix verb. It is such a wide category that it needs a whole individual section and all its layers need to be examined from different angles. So all the following sections are dedicated to the verb.

References