1. INTRODUCTION

In the sub Himalayan region of West Bengal, bordering with Bhutan country, a small Particularly Vulnerable Tribal Group named Toto, has been living for generations. Toto has been listed as a scheduled tribe in West Bengal along with Bhutia, Sherpa and Dukpa communities (Ref: State/ Union Territory- wise list of Scheduled Tribes in India).

Toto, the language name is returned after the tribal name. Totos are having Mangoloid features. The village Totopara, where they inhabit, is mostly dominated by Totos among others. Since Toto is a Particularly Vulnerable Tribal Group, it attracted various scholars belonging to the disciplines of sociology, anthropology, ethnography and so on to know about its features.

The studies were mainly concentrated on their beliefs and practices and the changes that are taking place in the community (Roy Burman, 1959; Chakraborty, P. and Chattopadhyay, 1964; Das, A. K. 1969; Sarkar, Amitava, 1993). The present work is a pioneering attempt to describe the Toto language using the modern linguistic techniques.

1.1 FAMILY AFFILIATION

In Grierson’s Linguistic Survey of India Vol. III part. I (1909, page nos. 177 – 250) Toto language has been classified as a non pronominalized Himalayan language of Tibeto Burman sub family of Tibeto-Chinese language family. Grierson (1909 : 181) mentions that although the materials are so imperfect to identify and affiliate this language with any particular group, he identified the following three features to place Toto language in non pronominalized group along with other languages such as Gurung, Murmi (Tamang), Māgari, Newari and Rong or Lepcha.

a) numerals are pure Tibetan
b) personal pronouns are like Dhimal and
c) higher numbers are counted in twenties
1.2. LOCATION

In West Bengal, the Toto tribe is concentrated in Totopara village as per the Census of India 1961. This village comes under Totopara – Ballalguri gram panchayat. The nearest township is Madarihat, twenty one kilometers away from this village. The village is surrounded by hills bordering Bhutan country. The river Torsha and the stream Hauri are very close to this village.

In Totopara village, Totos are living in different Gaons (hamlets). There are six such hamlets called as:

1. Dhumchi gaon
2. Puja gaon
3. Mitrang gaon
4. Subba gaon
5. Mandal gaon and
6. Panchayat gaon

1.3. SPEAKER’S STRENGTH

Census of India (1901) as quoted by Grierson mentions that the strength of Toto speakers were 170 (Grierson, 1909 : pp 250). They were returned from Jalpaiguri area. As per the Census of India 1961, there are 383 speakers returned Toto as their mother tongue [Male-205 and female –178]. During the field work, the researcher has observed that the strength of Toto population has increased sizably (approximately 1200 persons) in Totopara.

1.4. BILINGUALISM

In West Bengal, Totos are mainly living in Totopara village. In the family domain, Toto language is used to communicate with family members. Similarly, Toto language is used with relatives primarily for the communication purpose.

When they interact with other community people, Totos use mostly Nepali language for their communication. Similarly, they use Nepali language in bazar and market (hat).
In the school, the medium of instruction is in Bengali language. Hence they study through Bengali language. The educated Toto people use Bengali language for official communication, to converse with development officials and so on. The other Toto people use Toto and Nepali languages mostly for their interpersonal communication. This is because they are exposed to the outer world very less. Hence they communicate within the community.

1.5. SOCIOLINGUISTIC SITUATION

As discussed earlier, Totos speak Toto language in home domain and with kith and kin. Outside home, they are exposed to Nepali and Bengali. In Totopara, a village in the district of Jalpaiguri of West Bengal state, people speaking the languages of Nepali, Garo, Bhutia, Limbu, Tamang, Rajbangsi, Rai, Gurung, Bengali and Bihari also reside with Totos. Totos use Nepali language with above mentioned communities when they interact with them. It is generally observed that most of the non Nepali communities residing in this region understand and speak Nepali language. It appears Nepali is the prestigious language of this region. Totos are also no exception. They speak Nepali language.

Totos are having a rich oral tradition. They have folk songs, folk tales and rituals. They have their own music instruments. On festival occasions, they sing songs and dance for the tunes. They drink home brew liquor called *yiyu* on marriage and festival occasions. Their important festivals are: *Ongchu, Ngoyu and Sorde*.

As mentioned earlier, Bengali is the medium of instruction in school. Hence the young age group of Toto population study through this language. Bengali, being the official language of this region, is used in all official communications. It is seen that the young and educated group uses Bengali language for their creative literary skill. This is because they learnt Bengali as the first language in school and hence they can read and write only in Bengali language. They view and listen Bengali programmes in the television and radio respectively.
1.6. REVIEW OF EARLIER LITERATURE

Inspite of difficulty in collection of data on Toto, Grierson (1909) presented a report on Toto language in the Linguistic Survey of India volume. The material provided in the report was a connected text and a list of words having nouns and verbs.

Charu Chandra Sanyal (1972) had a pioneering attempt to study the Toto language and brought out a book on them along with another one tribal language called Mech, spoken in this area.

Sanyal described the Toto language in three broad headings: numerals, outline grammar and vocabulary. Few conversational sentences were also given in his book. In the appended page, he had given the lexicals spoken by the related tribal communities for comparison. Although this work is lacking the application of modern linguistic techniques, this is the first attempt to study the aspect of Toto language (The lexicals on days, months, times, directions, colours, body, environment, relations, housing pattern, animals, food and drink, weight and measurements, pronouns, temperament, nature, God and country, dress, metal, disease, profession, adjectives and adverbs have been collected).
2. PHONOLOGY

2.1. PHONEMIC INVENTORY

Segmental Phonemes

Six vowels and twenty three consonants are realised in Toto.

Vowels

Among the six vowels, four are front vowels and two are back vowels.

<table>
<thead>
<tr>
<th></th>
<th>front</th>
<th>central</th>
<th>back</th>
</tr>
</thead>
<tbody>
<tr>
<td>close</td>
<td>ɪ</td>
<td>-</td>
<td>ʊ</td>
</tr>
<tr>
<td>close mid</td>
<td>ɛ</td>
<td>-</td>
<td>ɔ</td>
</tr>
<tr>
<td>open mid</td>
<td>ɛ’</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>open</td>
<td>a</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Consonants

The twenty three consonants are classified in the following manner:

<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Alveolar</th>
<th>Retroflex</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>plosive</td>
<td>p</td>
<td>b</td>
<td>T</td>
<td>D</td>
<td>c</td>
<td>j</td>
</tr>
<tr>
<td>nasal</td>
<td>m</td>
<td>n</td>
<td>N</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flap</td>
<td>r</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fricative</td>
<td>s</td>
<td>z</td>
<td>S’</td>
<td>h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lateral</td>
<td>l</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>semi vowel</td>
<td>w</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2. MAJOR ALLOPHONIC DISTRIBUTION

The allophones found in this language are discussed below:

/e/

[E] The front open mid unrounded vowel occurs after the bilabials, semi vowels and lateral sounds

/e/ The front close mid vowel occurs elsewhere

Examples:

/me/ /me/ ‘fire’
/ape/ /ape/ ‘baby’
/bero/ /bero/ ‘friend’
/yeme/ /yeme/ ‘paternal uncle’s daughter’
/lepa/ /lepa/ ‘brain’
/debe/ /debe/ ‘porcupine’
/gera/      /gera/  ‘parrot’  
/nebe/     /nebe/  ‘nose’  
/sebe/     /sebe/  ‘testicle’  

/o/  

/O/  Open mid, back vowel occurs in the word final positions, after velar stops and nasals, laterals and semi vowels  
/o/  The close mid back vowel occurs elsewhere  

Examples :  

\[u2013\]

\[leO\]  /leo/  ‘moss’  
\[jitO\]  /jito/  ‘father’s elder brother’  
\[yagOi\]  /yagoi/  ‘hill’  
\[biyOw\]  /biyow/  ‘marriage’  
\[ohOiwa\]  /ohoiwa/  ‘dawn’  
\[Moka\]  /Moka/  ‘monkey’  
\[MOi S’aM\]  /MoisaM/  ‘earthworm’  
\[gOza\]  /goza/  ‘beak’  
\[lOMupa\]  /loMupa/  ‘camel’  
\[wOra\]  /wora/  ‘wasp’  
\[soka\]  /soka/  ‘rabbit’  
\[kotO\]  /koto/  ‘chin’  
\[porO\]  /poro/  ‘head’  
\[poroi\]  /poroi/  ‘pigeon’  
\[tki\]  /tki/  ‘snail’  
\[doya\]  /doya/  ‘snail (river)’  
\[boMai\]  /boMai/  ‘white ant’  
\[boto\]  /boto/  ‘arm pit’  
\[ctow\]  /ctow/  ‘ankle’  
\[cowbe\]  /cowbe/  ‘fat’

2.3. PHONEMIC DISTRIBUTION

Vowels

/i/  

The front, close vowel /i/ occurs in the initial, medial and final positions.  

Examples :  

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>iyu</td>
<td>‘brew’</td>
<td>pika</td>
</tr>
<tr>
<td>ico</td>
<td>‘one’</td>
<td>gibe</td>
</tr>
<tr>
<td>ibi</td>
<td>‘these’</td>
<td>piTo</td>
</tr>
<tr>
<td>ita</td>
<td>‘here’</td>
<td>siMpa</td>
</tr>
</tbody>
</table>
/e/

The front close mid vowel /e/ occurs in initial, medial and final positions.

Examples:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>eM</td>
<td>‘ginger’</td>
<td>nebe</td>
</tr>
<tr>
<td>ebri</td>
<td>‘vegetable’</td>
<td>peta</td>
</tr>
<tr>
<td>ewa</td>
<td>‘nausea’</td>
<td>pema</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ketu</td>
</tr>
</tbody>
</table>

/E’/

The lower front open mid vowel /E’/ falls in between close mid e and open mid ε occurs only in the medial position. Examples:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pE’ko</td>
<td>‘finger joint’</td>
</tr>
<tr>
<td>nE’gu</td>
<td>‘cave’</td>
</tr>
<tr>
<td>pE’to</td>
<td>‘toad’</td>
</tr>
</tbody>
</table>

/a/

The front open vowel /a/ occurs in the initial, medial and final positions.

Examples:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>ape</td>
<td>‘baby’</td>
<td>tari</td>
</tr>
<tr>
<td>ayu</td>
<td>‘mother’</td>
<td>yago</td>
</tr>
<tr>
<td>ako</td>
<td>‘shoot an animal’</td>
<td>waTi</td>
</tr>
<tr>
<td>apa</td>
<td>‘father’</td>
<td>taya</td>
</tr>
</tbody>
</table>

/o/

The back close mid vowel /o/ occurs in the initial, medial and final positions.

Examples:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>oMTe</td>
<td>‘tiffin’</td>
<td>kore</td>
</tr>
<tr>
<td>owwa</td>
<td>‘howl’</td>
<td>poja</td>
</tr>
<tr>
<td>oraM</td>
<td>‘old’</td>
<td>boto</td>
</tr>
<tr>
<td>o hoiwa</td>
<td>‘dawn’</td>
<td>soka</td>
</tr>
</tbody>
</table>

/u/

The back rounded close vowel /u/ occurs in the initial, medial and final positions.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>uMwa</td>
<td>‘boil’</td>
<td>muwa</td>
</tr>
<tr>
<td>ubi</td>
<td>‘nose’</td>
<td>luMTui</td>
</tr>
<tr>
<td>uhuMwa</td>
<td>‘hum’</td>
<td>guja</td>
</tr>
</tbody>
</table>
Consonants

/p/

The voiceless bilabial plosive /p/ occurs in the initial, medial and final positions.

Examples:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>peMko</td>
<td>kupu</td>
<td>skrup</td>
</tr>
<tr>
<td>puriM</td>
<td>lapuM</td>
<td>paip</td>
</tr>
<tr>
<td>pari</td>
<td>japa</td>
<td>nip</td>
</tr>
<tr>
<td>pori</td>
<td>kempra</td>
<td></td>
</tr>
</tbody>
</table>

/b/

The voiced bilabial plosive /b/ occurs in the initial and medial positions generally.

It’s occurrence in the final position is very rare.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>biMa</td>
<td>nebe</td>
<td>kitab</td>
</tr>
<tr>
<td>baro</td>
<td>debe</td>
<td></td>
</tr>
<tr>
<td>bubisi</td>
<td>DiMba</td>
<td></td>
</tr>
<tr>
<td>biya</td>
<td>lebe</td>
<td></td>
</tr>
</tbody>
</table>

/t/

The voiceless alveolar plosive /t/ occurs in initial, medial and final positions.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>taya</td>
<td>puti</td>
<td>rat</td>
</tr>
<tr>
<td>taMza</td>
<td>perti</td>
<td>Dekayi</td>
</tr>
<tr>
<td>tewa</td>
<td>staM</td>
<td>barut</td>
</tr>
<tr>
<td>tori</td>
<td>bati</td>
<td></td>
</tr>
</tbody>
</table>

/d/

The voiced alveolar plosive /d/ occurs in the initial and medial positions.

Examples:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>de</td>
<td>bida</td>
<td></td>
</tr>
<tr>
<td>dori</td>
<td>saMdi</td>
<td></td>
</tr>
<tr>
<td>da Mte M</td>
<td>zindu</td>
<td></td>
</tr>
<tr>
<td>debe</td>
<td>badam</td>
<td></td>
</tr>
</tbody>
</table>
/T/  
The voiceless retroflex plosive /T/ occurs in the word initial, medial and final positions. Examples:

<table>
<thead>
<tr>
<th></th>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuwa</td>
<td>‘appeal’</td>
<td>wiTiM</td>
<td>maT</td>
</tr>
<tr>
<td>TuMsIm</td>
<td>‘conscience’</td>
<td>piTTo</td>
<td>mukuT</td>
</tr>
<tr>
<td>Tewa</td>
<td>‘hanging’</td>
<td>maTa</td>
<td>koT</td>
</tr>
<tr>
<td>Tika</td>
<td>‘contract’</td>
<td>naTiMwa</td>
<td>darkness’</td>
</tr>
</tbody>
</table>

/D/  
The voiced retroflex plosive /D/ occurs in the word initial and medial positions. Examples:

<table>
<thead>
<tr>
<th></th>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dua</td>
<td>‘elder brother’</td>
<td>aMDuM</td>
<td>‘cloth’</td>
</tr>
<tr>
<td>DiMba</td>
<td>‘sky’</td>
<td>benDi</td>
<td>‘lady’s finger’</td>
</tr>
<tr>
<td>Dupe</td>
<td>‘axe’</td>
<td>ziMDu</td>
<td>‘bed’</td>
</tr>
<tr>
<td>Duin</td>
<td>‘cricket’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

/c/  
The voiceless palatal plosive /c/ occurs in initial and medial positions. Its occurrence is very rare in final position. Examples:

<table>
<thead>
<tr>
<th></th>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>cipei</td>
<td>‘floor’</td>
<td>keici</td>
<td>kakoc</td>
</tr>
<tr>
<td>cirikini</td>
<td>‘latch’</td>
<td>picua</td>
<td>‘hawk’</td>
</tr>
<tr>
<td>ceM</td>
<td>‘child’</td>
<td>pica</td>
<td>‘give’</td>
</tr>
<tr>
<td>cumca</td>
<td>‘forest’</td>
<td>acar</td>
<td>‘pickle’</td>
</tr>
</tbody>
</table>

/j/  
The voiced palatal plosive /j/ occurs in the word initial and medial positions. Examples:

<table>
<thead>
<tr>
<th></th>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>jora</td>
<td>‘river’</td>
<td>poja</td>
<td>‘male’</td>
</tr>
<tr>
<td>jito</td>
<td>‘father’s elder brother’</td>
<td>aja</td>
<td>‘crow’</td>
</tr>
<tr>
<td>jua</td>
<td>‘father in law’</td>
<td>guja</td>
<td>‘hawk’</td>
</tr>
<tr>
<td>judu</td>
<td>‘crutch’</td>
<td>cuiji</td>
<td>‘fourteen’</td>
</tr>
</tbody>
</table>
The voiceless velar plosive /k/ occurs in initial, medial and final positions of the word. Examples:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>keya</td>
<td>‘crab’</td>
<td>aMku</td>
</tr>
<tr>
<td>kiya</td>
<td>‘dog’</td>
<td>siMke</td>
</tr>
<tr>
<td>kaMu</td>
<td>‘beard’</td>
<td>pokuDi</td>
</tr>
<tr>
<td>kupu</td>
<td>‘thumb’</td>
<td>nakiwa</td>
</tr>
</tbody>
</table>

The voiced velar plosive /g/ occurs in the word initial and medial positions. Examples:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>gera</td>
<td>‘parrot’</td>
<td>yagoi</td>
</tr>
<tr>
<td>gamla</td>
<td>‘bowl’</td>
<td>S’iguM</td>
</tr>
<tr>
<td>gobreM</td>
<td>‘bread’</td>
<td>bagaiM</td>
</tr>
<tr>
<td>guiM</td>
<td>‘mist’</td>
<td>cigu</td>
</tr>
</tbody>
</table>

The bilabial nasal /m/ occurs in initial, medial and final positions of the word. Examples:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>‘fire’</td>
<td>ama</td>
</tr>
<tr>
<td>mai</td>
<td>‘butter’</td>
<td>timma</td>
</tr>
<tr>
<td>miMki</td>
<td>‘cat’</td>
<td>teme</td>
</tr>
<tr>
<td>MuS’a</td>
<td>‘feather’</td>
<td>kamui</td>
</tr>
<tr>
<td>mawa</td>
<td>‘daughter in law’</td>
<td></td>
</tr>
</tbody>
</table>

The alveolar nasal /n/ occurs in the initial, medial and final positions.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>nagu</td>
<td>‘puss’</td>
<td>ana</td>
</tr>
<tr>
<td>nanTa</td>
<td>‘road’</td>
<td>sani</td>
</tr>
<tr>
<td>nanuM</td>
<td>‘ear’</td>
<td>Dakni</td>
</tr>
<tr>
<td>namu</td>
<td>‘face’</td>
<td>zindu</td>
</tr>
</tbody>
</table>
The retroflex nasal /N/ occurs in the initial position mainly but found to be present in the medial position rarely. Examples:

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noi</td>
<td>‘boat’</td>
</tr>
<tr>
<td>Nawa</td>
<td>‘aim at’</td>
</tr>
<tr>
<td>Nuwa</td>
<td>‘bend down’</td>
</tr>
<tr>
<td>No</td>
<td>‘decide’</td>
</tr>
<tr>
<td>Nowa</td>
<td>‘hear’</td>
</tr>
<tr>
<td>Ni</td>
<td>‘salt’</td>
</tr>
</tbody>
</table>

The presence of velar nasal /M/ is found abundant in initial, medial and final positions.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>MiMa</td>
<td>‘earth quake’</td>
<td>kaMru</td>
</tr>
<tr>
<td>Miwa</td>
<td>‘blow : nose’</td>
<td>biMa</td>
</tr>
<tr>
<td>Mowa</td>
<td>‘carry on head’</td>
<td>deMa</td>
</tr>
<tr>
<td>Moka</td>
<td>‘monkey’</td>
<td>ToM’S’a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mauM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>maiM</td>
</tr>
</tbody>
</table>

The alveolar flap /r/ occurs in the initial, medial and final positions.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>raja</td>
<td>‘king’</td>
<td>bra</td>
</tr>
<tr>
<td>rajya</td>
<td>‘province’</td>
<td>ara</td>
</tr>
<tr>
<td>rajyapal</td>
<td>‘governor’</td>
<td>aru</td>
</tr>
<tr>
<td></td>
<td></td>
<td>beMri</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sur</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hombar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kor</td>
</tr>
</tbody>
</table>

The retroflex flap /R/ occurs in the medial position only.

<table>
<thead>
<tr>
<th>Medial</th>
</tr>
</thead>
<tbody>
<tr>
<td>boRi</td>
</tr>
<tr>
<td>mapaRewa</td>
</tr>
<tr>
<td>paRewadiMa</td>
</tr>
<tr>
<td>parRewadeMa</td>
</tr>
<tr>
<td>paRewa S’a</td>
</tr>
</tbody>
</table>
### /s/

The voiceless alveolar fricative /s/ occurs in the initial, medial and final positions. In the final position, it seems to be present only in borrowed lexical items.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>suru</td>
<td>‘lung’</td>
<td>lasu</td>
</tr>
<tr>
<td>sebe</td>
<td>‘testicle’</td>
<td>haMsu</td>
</tr>
<tr>
<td>satti</td>
<td>‘oil’</td>
<td>tuMsiM</td>
</tr>
<tr>
<td>staM</td>
<td>‘tooth’</td>
<td>asi</td>
</tr>
</tbody>
</table>

### /z/

The voiced alveolar fricative /z/ occurs in the initial and medial positions frequently but rare in the final position.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>zimS’aM</td>
<td>‘satan’</td>
<td>ziziM</td>
</tr>
<tr>
<td>zupa</td>
<td>‘body’</td>
<td>taMza</td>
</tr>
<tr>
<td>zitui</td>
<td>‘buffed rice’</td>
<td>Tezu</td>
</tr>
<tr>
<td>zuwa</td>
<td>‘enter in’</td>
<td>ziziwa</td>
</tr>
<tr>
<td>zinewa</td>
<td>‘look at’</td>
<td></td>
</tr>
</tbody>
</table>

### /S’/

The palatal fricative /S’/ occurs in the initial, medial and final positions.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>S’osua</td>
<td>‘trade’</td>
<td>MaS’a</td>
</tr>
<tr>
<td>S’aMwa</td>
<td>‘purify’</td>
<td>niS’o</td>
</tr>
<tr>
<td>S’aMdi</td>
<td>‘thread’</td>
<td>miS’ai</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kuS’iM</td>
</tr>
</tbody>
</table>

### /h/

The glottal fricative /h/ occurs in the initial and medial positions only.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
</tr>
</thead>
<tbody>
<tr>
<td>haraMri</td>
<td>‘street’</td>
</tr>
<tr>
<td>hiyuM</td>
<td>‘ice’</td>
</tr>
<tr>
<td>hatti</td>
<td>‘elephant’</td>
</tr>
<tr>
<td>hato</td>
<td>‘cough’</td>
</tr>
<tr>
<td>harisi</td>
<td>‘yoke’</td>
</tr>
</tbody>
</table>
## /l/

The alveolar lateral /l/ occurs in the initial, medial and final positions.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>leo</td>
<td>balua</td>
<td>‘sand’</td>
</tr>
<tr>
<td>ladiM</td>
<td>jowla</td>
<td>‘bag’</td>
</tr>
<tr>
<td>lodaM</td>
<td>guali</td>
<td>‘cow-shed’</td>
</tr>
<tr>
<td>lutu</td>
<td>kulo</td>
<td>‘canal’</td>
</tr>
</tbody>
</table>

## /w/

The bilabial approximant /w/ occurs in the initial, medial and final positions.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>waTi</td>
<td>jowa</td>
<td>‘burning rod’</td>
</tr>
<tr>
<td>wora</td>
<td>yuwa</td>
<td>‘jaw’</td>
</tr>
<tr>
<td>wiTeM</td>
<td>mewa</td>
<td>‘papaya’</td>
</tr>
<tr>
<td>woMTa</td>
<td>Tyuwa</td>
<td>‘athlete’</td>
</tr>
<tr>
<td></td>
<td>kawri</td>
<td>‘chalk’</td>
</tr>
</tbody>
</table>

## /y/

The palatal approximant /y/ occurs in the initial, medial and final positions.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Medial</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>yaMmu</td>
<td>taya</td>
<td>‘frog’</td>
</tr>
<tr>
<td>yipu</td>
<td>yuiya</td>
<td>‘tortoise’</td>
</tr>
<tr>
<td>yeMa</td>
<td>biya</td>
<td>‘flesh’</td>
</tr>
<tr>
<td>yiM</td>
<td>dyu</td>
<td>‘mustard oil lamp’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘husband’s younger brother’s wife’</td>
</tr>
</tbody>
</table>

---

### 2.4. PHONEMIC CONTRASTS

#### Vowels

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/i/</td>
<td></td>
</tr>
<tr>
<td>.picua</td>
<td>‘hawker’</td>
</tr>
<tr>
<td>pecua</td>
<td>‘wipe off’</td>
</tr>
<tr>
<td>pika</td>
<td>‘cow’</td>
</tr>
<tr>
<td>pE’ko</td>
<td>‘finger joint’</td>
</tr>
<tr>
<td>pika</td>
<td>‘cow’</td>
</tr>
<tr>
<td>paka</td>
<td>‘pig’</td>
</tr>
<tr>
<td>Phonetic Symbol</td>
<td>Meaning</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>i</td>
<td>‘it’</td>
</tr>
<tr>
<td>u</td>
<td>‘that’</td>
</tr>
<tr>
<td>/e/</td>
<td></td>
</tr>
<tr>
<td>apa</td>
<td>‘father’</td>
</tr>
<tr>
<td>ape</td>
<td>‘baby’</td>
</tr>
<tr>
<td>keke</td>
<td>‘tusk’</td>
</tr>
<tr>
<td>keka</td>
<td>‘hen’</td>
</tr>
<tr>
<td>/E'/</td>
<td></td>
</tr>
<tr>
<td>peko</td>
<td>‘second’</td>
</tr>
<tr>
<td>pE’ko</td>
<td>‘finger joint’</td>
</tr>
<tr>
<td>piTo</td>
<td>‘flour’</td>
</tr>
<tr>
<td>pE’to</td>
<td>‘toad’</td>
</tr>
<tr>
<td>/a/</td>
<td></td>
</tr>
<tr>
<td>uMwa</td>
<td>‘boil as water’;</td>
</tr>
<tr>
<td>aMwa</td>
<td>‘ask’</td>
</tr>
<tr>
<td>poima</td>
<td>‘belly’</td>
</tr>
<tr>
<td>paima</td>
<td>‘star’</td>
</tr>
<tr>
<td>peMwa</td>
<td>‘nurse : a baby’</td>
</tr>
<tr>
<td>paMwa</td>
<td>‘costly’</td>
</tr>
<tr>
<td>maT</td>
<td>‘ground’</td>
</tr>
<tr>
<td>maTa</td>
<td>‘trunk’</td>
</tr>
<tr>
<td>/o/</td>
<td></td>
</tr>
<tr>
<td>uiwa</td>
<td>‘follow a person’</td>
</tr>
<tr>
<td>oiwá</td>
<td>‘open’</td>
</tr>
<tr>
<td>dui</td>
<td>‘verandah’</td>
</tr>
<tr>
<td>doi</td>
<td>‘curd’</td>
</tr>
<tr>
<td>peiwa</td>
<td>‘divorce’</td>
</tr>
<tr>
<td>poiwa</td>
<td>‘weed’</td>
</tr>
</tbody>
</table>
\(/u/\)

- keciM  
  ‘chicken’
- kus’im  
  ‘claw’

- japa  
  ‘erect’
- jupa  
  ‘back’

**Consonants**

\(/p/ \sim /b/\)

- piM  
  ‘spinning wheel’
- biMa  
  ‘air’

- pari  
  ‘turban’
- baro  
  ‘friend’

- pemko  
  ‘peacock’
- biMa  
  ‘air’

\(/t/ \sim /d/\)

- tori  
  ‘cucumber’
- dori  
  ‘mat’

- taya  
  ‘frog’
- doya  
  ‘snail’

\(/t/ \sim /T/\)

- tewa  
  ‘sweet’
- tuwa  
  ‘appeal’

- koto  
  ‘chin’
- kotaa  
  ‘room’

- to  
  ‘matted chair’
- toii  
  ‘trunk’

\(/T/ \sim /D/\)

- toii  
  ‘trunk’
- duin  
  ‘cricket’

\(/d/ \sim /D/\)

- doya  
  ‘snail’
- doya  
  ‘cow fly’
### /c/ ~ /ʃ/
- **cua**: ‘spring of water’
- **jua**: ‘daughter in law’s father’
- **ceme**: ‘daughter’
- **jume**: ‘daughter in law’s mother’

### /k/ ~ /ɡ/
- **kei**: ‘ear ring’
- **goi**: ‘crocodile’
- **kuja**: ‘pigeon’
- **goza**: ‘beak’

### /m ~ /n/
- **mara**: ‘ant : small’
- **nara**: ‘procession’
- **ama**: ‘cooked rice’
- **ana**: ‘husband’s sister’

### /n/ ~ /M/
- **naya**: ‘bear’
- **Maya**: ‘fish’
- **nico**: ‘two’
- **Mico**: ‘seven’

### /y/ ~ /l/
- **yawa**: ‘dancer’
- **lawa**: ‘examinee’

### /c/ ~ /s/
- **ctow**: ‘ankle’
- **stow**: ‘stove’

### /c/ ~ /ʃ/ (continued)
- **csta**: ‘umbrella’
- **sta**: ‘whip’

### Other contrasting pairs:
- **muwa**: ‘cloud’
- **muywa**: ‘concert’
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nowa</td>
<td>‘idea’</td>
</tr>
<tr>
<td>noMwa</td>
<td>‘greeting’</td>
</tr>
<tr>
<td>Dua</td>
<td>‘brother : elder’</td>
</tr>
<tr>
<td>Duwwa</td>
<td>‘grief’</td>
</tr>
<tr>
<td>ico</td>
<td>‘one’</td>
</tr>
<tr>
<td>nico</td>
<td>‘two’</td>
</tr>
<tr>
<td>laja</td>
<td>‘king’</td>
</tr>
<tr>
<td>lawa</td>
<td>‘examinee’</td>
</tr>
<tr>
<td>ara</td>
<td>‘blade’</td>
</tr>
<tr>
<td>gera</td>
<td>‘parrot’</td>
</tr>
<tr>
<td>zua</td>
<td>‘mouse’</td>
</tr>
<tr>
<td>zupa</td>
<td>‘back’</td>
</tr>
<tr>
<td>loi</td>
<td>‘government’</td>
</tr>
<tr>
<td>doi</td>
<td>‘curd’</td>
</tr>
<tr>
<td>asi</td>
<td>‘excreta: human’</td>
</tr>
<tr>
<td>pasi</td>
<td>‘excreta: pig’</td>
</tr>
<tr>
<td>leda</td>
<td>‘palate’</td>
</tr>
<tr>
<td>lera</td>
<td>‘train’</td>
</tr>
<tr>
<td>Tuwa</td>
<td>‘appeal’</td>
</tr>
<tr>
<td>Tyuwa</td>
<td>‘athlete’</td>
</tr>
<tr>
<td>uti</td>
<td>‘milk’</td>
</tr>
<tr>
<td>sutti</td>
<td>‘oil’</td>
</tr>
<tr>
<td>cutti</td>
<td>‘dew’</td>
</tr>
<tr>
<td>sutti</td>
<td>‘oil’</td>
</tr>
<tr>
<td>ca</td>
<td>‘iron’</td>
</tr>
<tr>
<td>ja</td>
<td>‘caste’</td>
</tr>
<tr>
<td>S’a</td>
<td>‘shed’</td>
</tr>
<tr>
<td>ja</td>
<td>‘caste’</td>
</tr>
<tr>
<td>ua</td>
<td>‘husband’</td>
</tr>
<tr>
<td>Dua</td>
<td>‘brother : elder’</td>
</tr>
</tbody>
</table>
2.5.CLUSTERS

2.5.1 VOWEL

Vowel clusters are present in the initial, medial and final positions of the lexicals. The vowel clusters obtained are: -ei, -ai, -oi, -ui, -ao, -au, -eo, -ou etc.

Examples:

Initial

- aibita: ‘coast’
- eita: ‘goat’
- aina: ‘mirror’
- aikiya: ‘alas’
- ain: ‘law’
- oiwa: ‘open’
- uiwa: ‘follow a person’
- eiwa: ‘swim’
- oiMpa: ‘remove’
- uidaM: ‘deep’
- aibi: ‘near’
- ainji: ‘yesterday’
- aoMa: ‘ass’
### Medial

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ohoiwa</td>
<td>‘dawn’</td>
</tr>
<tr>
<td>aluwa</td>
<td>‘red’</td>
</tr>
<tr>
<td>ahaiwa</td>
<td>‘yawn’</td>
</tr>
<tr>
<td>puima</td>
<td>‘star’</td>
</tr>
<tr>
<td>huime</td>
<td>‘younger wife’</td>
</tr>
<tr>
<td>mausi</td>
<td>‘mother’s sister’</td>
</tr>
<tr>
<td>puisa</td>
<td>‘maternal uncle’</td>
</tr>
<tr>
<td>nuiko</td>
<td>‘hind leg’</td>
</tr>
<tr>
<td>moipa</td>
<td>‘wild pig’</td>
</tr>
<tr>
<td>poima</td>
<td>‘belly’</td>
</tr>
<tr>
<td>luito</td>
<td>‘bone’</td>
</tr>
<tr>
<td>yeoTi</td>
<td>‘cooking pot’</td>
</tr>
<tr>
<td>soube</td>
<td>‘fat’</td>
</tr>
<tr>
<td>saiti</td>
<td>‘fruit juice’</td>
</tr>
</tbody>
</table>

### Final

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mai</td>
<td>‘butter’</td>
</tr>
<tr>
<td>madui</td>
<td>‘flame’</td>
</tr>
<tr>
<td>leo</td>
<td>‘moss’</td>
</tr>
<tr>
<td>balua</td>
<td>‘sand’</td>
</tr>
<tr>
<td>piS’ei</td>
<td>‘father’s sister’</td>
</tr>
<tr>
<td>kui</td>
<td>‘hand’</td>
</tr>
<tr>
<td>zua</td>
<td>‘mouse’</td>
</tr>
<tr>
<td>goi</td>
<td>‘crocodile’</td>
</tr>
<tr>
<td>S’ia</td>
<td>‘louse’</td>
</tr>
<tr>
<td>Toi</td>
<td>‘trunk’</td>
</tr>
<tr>
<td>poRoi</td>
<td>‘pigeon’</td>
</tr>
<tr>
<td>kamui</td>
<td>‘whiskers’</td>
</tr>
<tr>
<td>yuwa</td>
<td>‘cheek’</td>
</tr>
<tr>
<td>locua</td>
<td>‘heat’</td>
</tr>
<tr>
<td>zitui</td>
<td>‘buffed rice’</td>
</tr>
</tbody>
</table>

### Consonant

Consonant clusters are found more in the medial position. They are not traced in final position but their limited occurrences are noticed in initial position.

### Initial

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>snehawa</td>
<td>‘cholera’</td>
</tr>
<tr>
<td>kya</td>
<td>‘dog’</td>
</tr>
<tr>
<td>csto</td>
<td>‘first’</td>
</tr>
<tr>
<td>Word</td>
<td>Meaning</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>staM</td>
<td>‘tooth’</td>
</tr>
<tr>
<td>csta</td>
<td>‘turban’</td>
</tr>
<tr>
<td>sta</td>
<td>‘whip’</td>
</tr>
<tr>
<td>skrup</td>
<td>‘nail’</td>
</tr>
<tr>
<td>bra</td>
<td>‘wall’</td>
</tr>
</tbody>
</table>

### Medial

#### Consonant + Consonant

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>berceM</td>
<td>‘calf’</td>
</tr>
<tr>
<td>bekriM</td>
<td>‘wing’</td>
</tr>
<tr>
<td>tasray</td>
<td>‘frying pan’</td>
</tr>
<tr>
<td>gaitri</td>
<td>‘kettle’</td>
</tr>
<tr>
<td>TiTraiwa</td>
<td>‘lightening’</td>
</tr>
<tr>
<td>bardoM</td>
<td>‘wood pecker’</td>
</tr>
<tr>
<td>bisku</td>
<td>‘biscuit’</td>
</tr>
<tr>
<td>yebri</td>
<td>‘vegetable curry’</td>
</tr>
<tr>
<td>botra</td>
<td>‘bottle’</td>
</tr>
<tr>
<td>gobreM</td>
<td>‘bread’</td>
</tr>
<tr>
<td>katri</td>
<td>‘nut cracker’</td>
</tr>
<tr>
<td>tapro</td>
<td>‘cap’</td>
</tr>
<tr>
<td>cadri</td>
<td>‘bed sheet (covered over a dead body)’</td>
</tr>
<tr>
<td>cirkini</td>
<td>‘bolt’</td>
</tr>
<tr>
<td>balti</td>
<td>‘bucket’</td>
</tr>
<tr>
<td>kapja</td>
<td>‘hinge’</td>
</tr>
<tr>
<td>jowan mosra</td>
<td>‘ajowan’</td>
</tr>
<tr>
<td>barli</td>
<td>‘barley’</td>
</tr>
<tr>
<td>liS’atroi</td>
<td>‘pick up’</td>
</tr>
</tbody>
</table>

#### Nasal + Consonant

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>muMTa</td>
<td>‘earth’</td>
</tr>
<tr>
<td>cumca</td>
<td>‘forest’</td>
</tr>
<tr>
<td>nanTa</td>
<td>‘road’</td>
</tr>
<tr>
<td>sansar</td>
<td>‘universe’</td>
</tr>
<tr>
<td>miMki</td>
<td>‘cat’</td>
</tr>
<tr>
<td>taMza</td>
<td>‘raven’</td>
</tr>
<tr>
<td>leMba</td>
<td>‘dumb’</td>
</tr>
<tr>
<td>liMS’e</td>
<td>‘kidney’</td>
</tr>
<tr>
<td>caMke</td>
<td>‘chameleon’</td>
</tr>
<tr>
<td>namsiri</td>
<td>‘fox’</td>
</tr>
<tr>
<td>naMja</td>
<td>‘kernel of coconut’</td>
</tr>
<tr>
<td>aMDuM</td>
<td>‘cloth’</td>
</tr>
<tr>
<td>Debo nuMTu</td>
<td>‘rock’</td>
</tr>
</tbody>
</table>
haMsa  ‘duck’
domoMdi  ‘grass hopper’
jaMka  ‘mosquito’
dumkowa  ‘lazy’
nati empowa  ‘mucus’
gamla  ‘bowl’
gaMru  ‘jar’
camci  ‘spoon’
wancu  ‘cloth without hand sleeves’
sandi  ‘loom’
kadamsai  ‘bitter gourd’
S’uMrai  ‘three fourth’

Consonant + Nasal

kepna  ‘elephant’
yutimatna  ‘anaemia’
luipna  ‘cataract’
Dakni  ‘lid’
sasma  ‘spectacles’
dodopna  ‘shiver’

Consonant + Semi-vowel

TeS’wa  ‘twin’
balwa biri  ‘desert’
cikuMwa  ‘cold’
jaMka  ‘mosquito’
jitwa  ‘great grandson’
bedyu  ‘navel’

Semi-vowel + Consonant

cowbe  ‘fat’
jowla  ‘belly’
cowki  ‘cot’

Consonant + Consonant (Geminated)

cutti  ‘dew’
hatti  ‘elephant’
timma  ‘lark’
bassa  ‘nest’
lakka  ‘rhinoceros’
kaTTi  ‘match stick’
sutti ‘oil’
piTTo ‘powder’
owwa ‘uncover’
yoppu ‘nipple’
koTTa ‘lizard; tree’
cekka ‘ashes’
adTTa ‘grand father’
appuju ‘husband’ elder brother’

Dissi ‘bed bug’
lottowa ‘dwarf’
dussa ‘blanket’
jutta ‘shoe’
luwwa ‘wear’
powwa ‘whip’

Three Consonants

DiMsrai ‘rainbow’

2.6. SYLLABLES

The syllabic structures of Toto language are: monosyllabic, disyllabic, trisyllabic and tetrasyllabic.

Monosyllabic

The monosyllabic structure is as follow:

\[ V \quad u \quad ‘that’ \]

\[ CV \quad me \quad ‘fire’ \]
\[ \quad ye \quad ‘brother: younger’ \]

Other examples:

\[ Ti \quad ‘water’ \]
\[ ji \quad ‘leopard’ \]
\[ du \quad ‘wash : clothes’ \]
\[ pi \quad ‘weave : basket’ \]
\[ jaM \quad ‘answer a question’ \]
\[ le \quad ‘call a person’ \]
Disyllabic

The disyllabic structure of Toto is as follow:

- **CV-V**
  - *le-o*  ‘moss’
  - *cu-a*  ‘grand son’
  - *Du-a*  ‘brother : elder’

- **CV-CV**
  - *oM-Te*  ‘tiffin’
  - *ni-ru*  ‘seventeen’

Other examples:

- *nE’-gu*  ‘cave’
- *mu – wa*  ‘cloud’
- *muM – to*  ‘earth’
- *wa – Ti*  ‘rain’
- *jo – ra*  ‘river’
- *jit – me*  ‘great grand daughter’
- *ku – ku*  ‘mother’s brother’
- *bar – doM*  ‘wood pecker’
- *pe – ta*  ‘worm’
- *to – ti*  ‘saliva’
- *lui – to*  ‘skeleton’

Trisyllabic

The trisyllabic structure is as follow:

- **CV-CV-CV**
  - *jo-la-we*  ‘open : a bag’
  - *pi-ka-tu*  ‘pick : a fruit’

- **CVC-CV-CV**
  - *kun-no-wa*  ‘suspicious’

Other examples:

- *ke-ke- reM*  ‘left handed’
- *ceM -buM -wa*  ‘pregnancy’
- *saM- paM- wa*  ‘treatment’
- *gam-ca-ri*  ‘towel’

Tetrasyllabic

The tetra syllabic structure is as follow:
**CV-CVC-CV-CVC**

- `si-taM-pu-na` 'temper'
- `cu-cuM-pu-na` 'timid'

Other examples:

- `ju- pai- ya- to` 'lizard'
- `S’aM -ko-S’iM- teM` 'cotton plant'

### 2.7. PHONOTACTIC FEATURES

#### Aspiration

1. There is no phonemic contrast between aspirated and non aspirated.

2. Phonetically the distinction between k and kh, d and dh, t and th, j and jh are getting lost. Hence the occurrence of aspiration is visible in very few examples of the sounds such as `ch,th,dh,jh` in the data.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>cic’h cipa</code></td>
<td>‘smooth’</td>
</tr>
<tr>
<td><code>cic’h ihuiwa</code></td>
<td>‘urinate’</td>
</tr>
<tr>
<td><code>cic’h aiwa</code></td>
<td>‘chirp : as a bird’</td>
</tr>
<tr>
<td><code>c’h ekka</code></td>
<td>‘ashes’</td>
</tr>
<tr>
<td><code>c’h ua</code></td>
<td>‘spring of water’</td>
</tr>
<tr>
<td><code>c’h eM</code></td>
<td>‘child’</td>
</tr>
<tr>
<td><code>c’h umc’h a</code></td>
<td>‘forest’</td>
</tr>
<tr>
<td><code>c’h sto</code></td>
<td>‘wrist’</td>
</tr>
<tr>
<td><code>cuc’h i</code></td>
<td>‘bamboo/pin’</td>
</tr>
<tr>
<td><code>kec’h IM</code></td>
<td>‘chicken’</td>
</tr>
<tr>
<td><code>puc’h ua</code></td>
<td>‘pig tail’</td>
</tr>
<tr>
<td><code>pic’h ua</code></td>
<td>‘hawker’</td>
</tr>
<tr>
<td><code>c’h ati</code></td>
<td>‘vein’</td>
</tr>
<tr>
<td><code>f’hui</code></td>
<td>‘bag’</td>
</tr>
<tr>
<td><code>f’hui me</code></td>
<td>‘mother- in -law’</td>
</tr>
<tr>
<td><code>k’h et’h u</code></td>
<td>‘egg’</td>
</tr>
<tr>
<td><code>ku’k’h u</code></td>
<td>‘maternal uncle’</td>
</tr>
<tr>
<td><code>d’ am</code></td>
<td>‘horn’</td>
</tr>
<tr>
<td><code>guj’h a</code></td>
<td>‘owl’</td>
</tr>
<tr>
<td><code>nok’h okiya</code></td>
<td>‘scorpion’</td>
</tr>
<tr>
<td><code>mit’h umri</code></td>
<td>‘buttock’</td>
</tr>
</tbody>
</table>
Length

The presence of length in vowels has been observed in some of the lexicals. However, a phonemic contrast between a short vowel and a long vowel has not been found. Hence, at this juncture, length is not considered as a phoneme in this language.

- **hu:wa** ‘bathe’
- **ke:wa** ‘bear; give birth’
- **yu:jru** ‘help’
- **li:wa** ‘scrape’
- **ke:mpra** ‘wood’
- **la:su** ‘blouse’
- **la:mbi** ‘clerk’
- **pu:l** ‘bridge’
- **le:ra** ‘white’

Nasalization

Nasalization of the phonemes in some cases have been observed in this language. As they do not yield contrasting phonemic pairs, they have not been considered as a separate phoneme. Examples:

- **koiTı** ‘crow bar’
- **giyãw** ‘wheat’
- **keıcʰi** ‘barbar’
- **pãu uwa** ‘cowardice’
- **Tōisuwa** ‘march’
- **oıpowwa** ‘transplant’
- **luâ** ‘husband’s elder brother’s wife’
- **duĩn** ‘cricket’

The occurrence of nasalization is observed in the medial and final positions of the lexical items.

----XXX----
3. MORPHOPHONEMICS

1. Vowel harmony in between two words

The marker –ki / -ke is used as a classifier denoting the young ones of animals or birds. The marker ki- / ke- is determined according to the first syllable of the preceding word. Example:

   a.  
       kiyako  kiceM  ‘puppy’
       dog – poss.  y. one

   b.  
       kekako  keceM  ‘chicken’
       hen – poss.  y. one

Thus, the dog’s young one is kiceM whereas the hen’s young one is keceM.

2. Loss of consonant in word final position

When two words have velar nasal consonant sounds in their word final positions and come for compounding as one word, then one may notice the loss of velar consonant /M/ in the first word.

   akua  kuiM  ‘She is my sister’
   she  is  my  sister

   kuM
   ‘my’

   iM
   ‘husband’s brother’s wife’

Here, one can notice /M/ in kuM ‘my’ is lost due to the impact of following word’s velar nasal presence.

3. Loss of vowel o in negative marker -mo

The loss of vowel –o in negative marker –mo is observed when it is followed by the marker containing –o in its syllable. Example:

   ka  nati  icodaM  lemkoro
   I  you  alone  leave no pre. cont.
   ‘I am not leaving you alone’

   le  -  to  leave
   mo  -  not
   koro  -  present continuous marker
4. MORPHOLOGY

4.1. WORD FORMATION

The word formation in Toto language is observed in the following ways:

a) by prefixation
b) by suffixation
c) by partial repetition of initial syllables and
d) by agglutination

Prefixation

The negative marker *ma/- me/- mo-* is added before the verb to bring the negative sense. Example:

- *hadana* ‘coming’
- *mahadana* ‘not coming’
- *jaM* ‘say’
- *majaM* ‘don’t say’

Other examples:

- *neSeso mejiM* ‘Don’t go bed so soon’
  - so soon not sleep
- *ka kam mojana* ‘I don’t work’
  - I work not do
- *ka kampako mato* ‘I don’t have the work’
  - I work don’t have
- *ka maM kaimi* ‘We are not related’
  - I not we related

It is interesting to observe that the -*ta* form retained in all adverbial words to convey the meaning of time or direction but the prefixes vary to convey different meanings. For instance,

- *ita* ‘here’
- *akota* ‘there’
sita ‘down’
netta ‘moment’
purata ‘top’
nutta ‘east’
tanangta ‘far away’
daMta ‘north’
ditta ‘west’
maMta ‘south’

Suffixation

The plural marker, case marker etc are added after the nouns to make sense of plural number and case marking. Examples:

\[
\begin{align*}
\text{dambe pika} & \quad \text{yacoina} \quad \text{‘The bull is grazing’} \\
\text{bull} & \quad \text{graze- pre con} \\
\text{dambe pikabi} & \quad \text{yacoina} \quad \text{‘Bulls are grazing’} \\
\text{bulls} & \\
\text{apeko} & \quad \text{kui} \quad \text{‘Child’s hand’} \\
\text{child poss.mar} & \quad \text{hand} \\
\text{apeciko kuibi apecimi} & \quad \text{‘The children’s hands are small’} \\
\text{children poss.mar} & \\
\text{apebi} & \quad \text{bagainta} \quad \text{woMna} \quad \text{‘The children come to garden’} \\
\text{children} & \quad \text{garden to} \quad \text{come} \\
\end{align*}
\]

Repetition

The words are formed by repetition of the same syllables either fully or partially.

Full Repetition

\[
\begin{align*}
\text{wawa} & \quad \text{‘bark as a dog’} \\
\text{keke} & \quad \text{‘tusk’} \\
\text{jaijai} & \quad \text{‘wasp’} \\
\text{SeMke SeMke} & \quad \text{‘lame’} \\
\end{align*}
\]

Partial Repetition

The first syllable of the word will repeat partly in the second syllable also to form a word. Examples:
duduwa  ‘beat: heart’
yoyowa haiwa  ‘jaundice’
dodowa haiwa  ‘malaria’
cucuMko  ‘terrible’
ziwiwa  ‘sharp’
dadappa  ‘equal’
dadawwa  ‘flat’
cicicuiwa  ‘urinate’
SuSua  ‘collide’
yekiyeiwa  ‘breadth’
doMdoMtapna  ‘refresh’
tatawa  ‘taste’
kekeuwa  ‘cacle: as hen’

Derived

One can understand the form of derivational suffixes when we compare the related words. The following words bring different conjugal forms used in Toto language:

rafy  ‘state/ province/ kingdom’
rajdani  ‘capital’
raja  ‘emperor’
luiswa  ‘battle’
luispuwa  ‘collision’
kiwa  ‘debt’
kipowwa  ‘debtor’
kuiwa  ‘thief’
kucpuna  ‘theft’

Agglutination

Group of words are added together to form a word to convey a specific meaning. Examples:

lita  zimS’a nawa  ‘lie down: to take a position’
turi  mim S’e gawa  ‘kneeling position’
naM pok nu waM  ‘conspire: plan evil together’
4.2 NOUN MORPHOLOGY

4.2.1 NOUN

Nouns are two types, one is basic and the other is derived.

Basic

| biMa  | ‘air’     |
| jora  | ‘river’   |
| pika  | ‘cow’     |
| miMki | ‘cat’     |
| lE’pa | ‘brain’   |

The basic nouns, which are not derived, belong to two types. They are:
1. mass nouns and
2. count nouns

Mass

| Ti    | ‘water’   |
| DiMba | ‘sky’     |

Count

| naya  | ‘bear’    |
| hatti | ‘elephant’|
| bubisi| ‘butterfly’|

Compound

| Ti    | ‘water’ |
| waTi  | ‘rain’  |
| yuTi  | ‘blood’ |

Ti which refers water, is extended to waTi ‘rain’ and yuTi ‘blood’ respectively.

Here one should observe that Ti is retained in both the lexicals but with the variation in the first syllable to make variations in their respective meanings.

4.2.2 NUMBER

The plural suffix –bi is included with the noun to express the plural number.

| S’a  | ‘house’ |
| S’abi| ‘houses’|
| pika | ‘cow’   |
| pikabi| ‘cows’ |
Sometimes, -bi suffix is added before some other markers.

\[
\begin{align*}
\text{yiha} & \quad \text{‘this’} \\
\text{yibiha} & \quad \text{‘these’}
\end{align*}
\]

When numerical definiteness is present in the word, then -bi marker is absent. example:

\[
\begin{align*}
\text{ku} & \quad \text{ico} & \text{ceMwa} & \text{nyo} & \quad \text{‘I have one son’} \\
\text{ku} & \quad \text{niS’o} & \text{ceMwa} & \text{nyo} & \quad \text{‘I have two sons’}
\end{align*}
\]

When the numerical definiteness is not present, then plural marker is added.

\[
\begin{align*}
\text{kuM} & \quad \text{ceMwabi} & \text{S’eta} & \text{nyo} & \quad \text{‘My sons are in the house’} \\
\text{ako} & \quad \text{ceMwabi} & \text{ita} & \text{nina} & \quad \text{‘His sons are here’}
\end{align*}
\]

When case marker is to be included, then it is added only after plural marker.

\[
\begin{align*}
\text{akobiko} & \quad \text{ceMwa} & \quad \text{‘Their son’}
\end{align*}
\]

### 4.2.3 GENDER

Gender is realised in Toto in two ways:

1. Lexical
2. Grammatical

**Lexical**

In human, the gender distinction is expressed by using different lexicals to different genders. Examples:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>\text{deMa}</td>
<td>\text{meme}</td>
</tr>
<tr>
<td>\text{Dua}</td>
<td>\text{iM}</td>
</tr>
<tr>
<td>\text{apa}</td>
<td>\text{ayu}</td>
</tr>
<tr>
<td>\text{ceMwa}</td>
<td>\text{cemi}</td>
</tr>
</tbody>
</table>
Grammatical

The markers –al/o or –wa are used for masculine gender in general and -me, -i or -ei are used for feminine gender.

Masculine

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>apa</td>
<td>‘father’</td>
</tr>
<tr>
<td>jua</td>
<td>‘daughter in law’s father’</td>
</tr>
<tr>
<td>eraMwa</td>
<td>‘husband’s younger brother’</td>
</tr>
<tr>
<td>jitwa</td>
<td>‘great grand son’</td>
</tr>
<tr>
<td>poja</td>
<td>‘boy’</td>
</tr>
</tbody>
</table>

Feminine

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>jitme</td>
<td>‘great grand daughter’</td>
</tr>
<tr>
<td>piS’ei</td>
<td>‘father’s sister’</td>
</tr>
<tr>
<td>mami</td>
<td>‘maternal uncle’s wife’</td>
</tr>
<tr>
<td>mausi</td>
<td>‘mother’s sister’</td>
</tr>
<tr>
<td>jitei</td>
<td>‘great grand mother’</td>
</tr>
</tbody>
</table>

In non-human beings, the words such as dambe for masculine gender and cabe for feminine gender are used to distinct the gender identity. Example:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dambe</td>
<td>‘bull’</td>
</tr>
<tr>
<td>cabe</td>
<td>‘cow’</td>
</tr>
</tbody>
</table>

4.2.4 CASE

Eight types of cases are available in Toto. They are: 1. Nominative 2. Accusative 3. Instrumental 4. Dative 5. Ablative 6. Locative 7. Genitive and 8. Vocative. These eight types of cases are on the basis of meaning. However, on the basis of forms, it is only six. They are: - ø, –hi, -so, –ta, –ko and O!, ah.

Nominative

Nominative case marker is ø. Example:

```
pradip Toto jaMmi ka madarita haro
Pradeep Toto said I Madarihat to go fut.
```

‘Pradeep Toto said I will go to Madarihat’
Vajpayee said Pakistan acc. assure India from no disturb-fut

‘Shri Vajpayee assured to Pakistan that India will not strike (first)’

**Accusative**

The accusative marker is *-hi*. Examples:

*deMgabi kuiwa diMgahi hatita poina*  
people thief acc. market at caught

‘People caught the thief at market’

*ako bagainS’o pi kohi gipuna*  
he garden from bullock acc. chased

‘He chased the bullock from the garden’

*kibiha pikahi pomi*  
they cow-acc beat

‘They beat the cows’

Sometimes, the o marker is added to indicate accusative case. Example:

*ako zia SadaMna*  
he bird kill pre con

‘He is killing a bird’

**Instrumental**

Instrumental marker is *-so*. Examples:

*akua salko keMbrasos’a banaina*  
he sal tree by house built

‘He built the house with Sal wood’

*akua akohiM luMTuso tona*  
he him stone by hit

‘He hit him by a stone’
Dative

The dative marker is -ta. Examples:

\[ \text{skulta woM} \]  
\[ \text{school to come} \]

\[ \text{skulta hatu} \]  
\[ \text{school go to} \]

\[ \text{ka bagainta haruwa asua kam paruwa oMti tiMaruwa} \]  
\[ \text{I garden to go and work seeds drop on} \]

‘I go to the garden and work on the plants’

\[ \text{kuM Seta hatu} \]  
\[ \text{my house to go} \]

Locative

The locative marker is –ta. Examples:

\[ \text{SeMceMbi barita nina} \]  
\[ \text{animals field-in are} \]

\[ \text{kibi loita yuMna} \]  
\[ \text{We village at live} \]

\[ \text{zia basata bayena} \]  
\[ \text{bird nest-in sit} \]

‘The animals are in the field’

‘We live in a village’

‘The bird is in the bird’

Ablative

The ablative marker is -so. Examples:

\[ \text{moMgalbar liSuMso diMabaywa gari kampawa bandujana} \]  
\[ \text{Tuesday night from passenger bus working stopped} \]

‘From Tuesday midnight the buses stopped working’

\[ \text{ako kuM cebeso huina} \]  
\[ \text{he my window from fell} \]

‘He fell down from my window’
ka  SiMeso  tanaMta  nina
I  tree from  far away  stand

‘I stand far from the tree’

**Genitive**

The genitive marker is –ko. Examples:

sures’ko  motorbike
Suresh’s motorbike

‘Suresh’s motorbike is standing there’

kruS’nako  bullock
Krishna’s bullock

‘Krishna’s bullock is running on the street’

**Vocative**

O! ah are used as vocative markers. Examples:

o  wait  I  will also come
pe  also
mayaM  come

‘O! brother! please wait, I will also come’

ah ,  here  pains
ciya,  dogs
itA  eat

‘Ah! it is paining here’

cayi,  dogs
kiyaha,  go away
haTuiso

‘Go away from here (dogs eat the food)’

**4.2.5 POST POSITIONS**

The nominal post-positions such as –raM ‘also’, -sa ‘both’ etc. are added after nouns. Examples:
Their sons are also here

You both work

We milk the cows every day

You two or three together cut the paddy crop

The other nominal post positions are:

I will go with you to work

Take your seat amongst the boys

Don’t stand in front of me

The dog came behind me

The bird flew over my head

He looks like me

The earth is under our feet

Take a seat by my side

He stays near my house
4.2.6 PRONOUN

The pronouns are classified as follows: personal, possessive, indefinite, interrogative and demonstrative.

**Personal pronouns**

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td><em>ka</em> ‘I’</td>
<td><em>kibi</em> ‘we’</td>
</tr>
<tr>
<td>Second</td>
<td><em>nati</em> ‘you (sg.)’</td>
<td><em>natibi</em> ‘you (pl)’</td>
</tr>
<tr>
<td>Third</td>
<td><em>ako /aku</em> ‘he/she’</td>
<td><em>akobiha / abihoa</em> ‘they’</td>
</tr>
<tr>
<td></td>
<td><em>ape</em> ‘child’</td>
<td><em>apebi</em> ‘children’</td>
</tr>
<tr>
<td></td>
<td><em>i</em> ‘it’</td>
<td><em>yibi</em> ‘these’</td>
</tr>
</tbody>
</table>

**Possessive pronouns**

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td><em>kuM</em> ‘my’</td>
<td><em>kibiko</em> ‘our’</td>
</tr>
<tr>
<td>Second</td>
<td><em>nako</em> ‘your (sg.)’</td>
<td><em>nako ko</em> ‘your (pl)’</td>
</tr>
<tr>
<td>Third</td>
<td><em>akoko</em> ‘his/her’</td>
<td><em>akobiko</em> ‘their’</td>
</tr>
</tbody>
</table>

**Indefinite pronouns**

*aS’e* ‘some’, *naM’s’u* ‘some’, *haM’s’u* ‘anybody’ etc. are some of the indefinite pronouns used in this language.

*aS’e’eso* *cube* *aS’e’eso jabe*

Some are new old

‘Some are new and some are old’

*aS’e’Dewa* *M’aya aso cecewwa* *M’aya*

Big fish and small fish

‘Some fish are big and some are small’
haMS’ujiMdo ikam jokoirwa
anybody this work do can

‘Anybody can do this work’

i kam haMS’ure mucuruwa
this work anybody not do can

‘Nobody can do this work’

ka naMS’u iM jiMdo taMka kaipurwa
I some one money make give

‘I am making someone to give you money’

**Interrogative pronouns**

The interrogative pronouns *who, what, which* and *whose* are found to be used in this language.

kaiMpa haMS’u hakoga?
I with who come will

‘Who will come with me?’

i haiM ham jaMga?
this what told

‘What is this called?’

nati hani reil muMcaKoga?
you which train get will

‘Which train will you get?’

u haMsuko eMa?
that whose horse

‘Whose horse is that?’

**Demonstrative pronouns**

The demonstrative pronouns *i ‘this’, u ‘that’, uta ‘there’, ita ‘here’* are used in this language.

i kuM eMa
this my horse

‘This horse is mine’

u eMa picko eMa
that horse sale to horse

‘That horse is to be sold’
Reciprocal pronouns

karaM i pimi ‘I made it myself’
myself it made

abiha i apnibiraM pimi ‘They made it themselves’
they it themselves made

ako tetraM Sa banaimi ‘He made the house himself’
he himself house made

ako apniraM putul banaimi ‘She made the toy herself’
she herself toy made

netraM i menji lami ‘Yourself this story created’
yourself this story created

4.2.7 ADJECTIVE

An adjective qualifies the noun and it precedes the noun in the construction.

entawa poja ‘The good boy’
good boy

apecua ape ‘The small child’
small child

The adjectives are not inflected to plural. Instead, the plural suffix is added to the noun only.

entawa poja ‘The good boy’
good boy
Entawa pojabi ‘The good boys’
good boys

**Classification of adjectives**

Toto adjectives can be classified as qualitative, quantitative and predicative.

<table>
<thead>
<tr>
<th>Qualitative adjectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tabo</em></td>
<td>‘big’</td>
</tr>
<tr>
<td><em>gewwa</em></td>
<td>‘clever’</td>
</tr>
<tr>
<td><em>menawwa</em></td>
<td>‘dirty’</td>
</tr>
<tr>
<td><em>ziziwa</em></td>
<td>‘blunt’</td>
</tr>
<tr>
<td><em>tuipeM</em></td>
<td>‘crooked’</td>
</tr>
<tr>
<td><em>megewa/IE ’Ta</em></td>
<td>‘foolish’</td>
</tr>
<tr>
<td><em>S’oicua</em></td>
<td>‘kind’</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative adjectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>oiS’e</em></td>
<td>‘many’</td>
</tr>
<tr>
<td><em>a S’ise</em></td>
<td>‘few’</td>
</tr>
<tr>
<td><em>ta M S’a</em></td>
<td>‘all’</td>
</tr>
</tbody>
</table>

| apecua keitu diDu            | ‘Four little eggs’ |
| little eggs four             |   |

<table>
<thead>
<tr>
<th>Predicative adjectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The adjectives are used as predicatives in some sentences.</td>
<td></td>
</tr>
</tbody>
</table>

| ka meMci parewa eMtana       |   |
| I story read to good         |   |

‘I like this story’

| uta niS’o loi eMtawa         |   |
| there two villages good      |   |

‘There are two good villages’
4.2.8 NUMERALS

The basic cardinals in Toto language is number specific. However, it is observed that a unit - co is added at the end of each numeral. In ordinal system, only first, middle and last is available.

Cardinal numbers

\[
\begin{align*}
i \text{ or } i^b o & \quad \text{‘one’} \\
ni \text{ or } nico & \quad \text{‘two’} \\
S’uM \text{ or } S’uMco & \quad \text{‘three’} \\
di \text{ or } dico & \quad \text{‘four’} \\
Ma \text{ or } Maco & \quad \text{‘five’} \\
ta \text{ or } taco & \quad \text{‘six’} \\
Mi \text{ or } Mico & \quad \text{‘seven’} \\
ye \text{ or } yeco & \quad \text{‘eight’} \\
ku \text{ or } kuco & \quad \text{‘nine’} \\
te \text{ or } teco & \quad \text{‘ten’}
\end{align*}
\]

Higher Numbers

Some of the higher numbers are borrowed from the neighbouring languages and the unit -co is added in the final position.

\[
\begin{align*}
egaraco & \quad \text{‘eleven’} \\
barco & \quad \text{‘twelve’}
\end{align*}
\]

But in some of the higher numbers, the basic cardinal numbers are retained in the word final position.

\[
\begin{align*}
tui S’oM & \quad \text{‘thirteen’} \\
three & \\
ceMa & \quad \text{‘fifteen’} \\
five & \\
cigu & \quad \text{‘nineteen’} \\
nine & \\
\end{align*}
\]

Multiplication

The higher numbers, say tens and twenties are formed in the following way:
Thus, in multiplication, one can see the higher numbers are counted in twenties (even) and for odds tens are added along with even numbers.

**Ordinals**

In Toto language, the ordinals are expressed as first, middle and last instead of first, second and third.

- *namkai* ‘first’
- *peko* ‘middle’
- *nuko* ‘last’

**Fractions**

The following fractions are available in Toto:

- *irai* ‘quarter’
- *nirai* ‘half’
- *S’uMrai* ‘three fourth’
- *Dirai* ‘full’
4.2.9 CLASSIFIER

It has been observed that Toto language has classifiers such as ke-, ki-, ber- and so on. Examples:

1. The young ones of an animal or bird are referred with different markers. ceM is a common word to refer the young ones.

   - *berceM* ‘young animal of cow’
   - *keceM* ‘young bird of hen’
   - *kiceM* ‘young animal of dog’

2. The excrement varieties are also marked with different classifiers.

   - *asi* ‘human excreta’
   - *pesi* ‘cow dunk’
   - *pasi* ‘pig excreta’
   - *kesi* ‘cock excreta’
   - *esi* ‘goat dung’

   Here one can observe that –si is a common form to denote excreta but the classifiers vary according to the human, animal or bird.

3. Based on the following nouns the numeral classifiers also vary.

   - *nipu kya* ‘two dogs’
   - *nisa S’a* ‘two houses’
   - *nigri gari* ‘two bullock carts’
   - *niso iga* ‘two books’

4.3 VERB MORPHOLOGY

VERB

The Toto verb is, with all certainty, having the tendency of inflecting to tense, aspect and mood markers. Person, number and gender systems generally do not influence the verbal base in this language.
4.3.1 TENSE

In tense system of Toto, future and non future distinction is found.

Simple Present

The present tense is marked with -\textit{na} marker. Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Detail</th>
<th>Verb</th>
<th>Tense</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ka</td>
<td>ita</td>
<td>woMna</td>
<td>-na</td>
<td>‘I come here’</td>
</tr>
<tr>
<td>I</td>
<td>here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kibi</td>
<td>ita</td>
<td>woMna</td>
<td>-na</td>
<td>‘We come here’</td>
</tr>
<tr>
<td>we</td>
<td>here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nati</td>
<td>ita</td>
<td>woMna</td>
<td>-na</td>
<td>‘You (sg.)come here’</td>
</tr>
<tr>
<td>you (sg)</td>
<td>here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>natibi</td>
<td>ita</td>
<td>woMna</td>
<td>-na</td>
<td>‘You (pl.)come here’</td>
</tr>
<tr>
<td>you (pl)</td>
<td>here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ako</td>
<td>ita</td>
<td>woMna</td>
<td>-na</td>
<td>‘He comes here’</td>
</tr>
<tr>
<td>he</td>
<td>here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ako</td>
<td>ita</td>
<td>woMna</td>
<td>-na</td>
<td>‘She comes here’</td>
</tr>
<tr>
<td>she</td>
<td>here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>akobi</td>
<td>ita</td>
<td>woMna</td>
<td>-na</td>
<td>‘They comes here’</td>
</tr>
<tr>
<td>they</td>
<td>here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ape</td>
<td>ita</td>
<td>woMna</td>
<td>-na</td>
<td>‘Child come here’</td>
</tr>
<tr>
<td>child</td>
<td>here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>apebi</td>
<td>ita</td>
<td>woMna</td>
<td>-na</td>
<td>‘Children come here’</td>
</tr>
<tr>
<td>children</td>
<td>here</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Simple Past

<table>
<thead>
<tr>
<th>Subject</th>
<th>Detail</th>
<th>Verb</th>
<th>Tense</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ka</td>
<td>ipuna</td>
<td></td>
<td></td>
<td>‘I fell down’</td>
</tr>
<tr>
<td>I</td>
<td>fell down</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ka</td>
<td>dakathi</td>
<td>poicirana</td>
<td></td>
<td>‘I caught the robber’</td>
</tr>
<tr>
<td>we</td>
<td>robber-acc.</td>
<td>caught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kibire</td>
<td>hapuna</td>
<td></td>
<td></td>
<td>‘We went away’</td>
</tr>
<tr>
<td>we</td>
<td>went</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
natī hapuna you (sg) went ‘You (sg) went away’

kunno ita kya woMna my back dog came ‘The dog came behind me’

porako toiS’o zia buipuna head over bird flew ‘The bird flew over my head’

Simple Future

-ro suffix is used to indicate the future tense.

ka juguM loita honero ‘Tomorrow I shall go to the village’
I tomorrow village go+fut.

kibi juguM loita honero ‘Tomorrow We shall go to the village’
we tomorrow village go+fut.

nati juguM loita honero ‘Tomorrow you(sg) will go to the village’
you(sg) tomorrow village go+fut.

natibi juguM loita honero ‘Tomorrow you(pl) will go to the village’
you(pl) tomorrow village go+fut.

ako juguM loita honero ‘Tomorrow he will go to the village’
he tomorrow village go+fut.

ako juguM loita honero ‘Tomorrow she will go to the village’
she tomorrow village go+fut.

abire juguM loita honero ‘Tomorrow they will go to the village’
they tomorrow village go+fut.

Continuous

Present

-diMna/ -daMna affix is used to express present continuous form.

ka paRei diMi ‘I am reading’
I read am

kibi ici toiS’i cadaMna ‘We are eating a mango’
we one mango eat pre – cont.
You(sg) are eating a mango

He is eating a mango

She eating a mango

They are eating a mango

Past

-danu/-daMnu affix is used to express past continuous form.

'I was reading'

'We were reading'

'You(sg) were reading'

'You(pl) were reading'

'He was reading'

'She was reading'

Future

-iro affix is used to express future continuous form.

'Tomorrow I shall be going to the market'

Perfect tense

Simple: Present

-puMte affix is used to express the present perfect tense.
ka  ici  toiS’i  capuMtana  ‘I have eaten a mango’
I  one  mango  eat+pre.+perf.

kibi  ici  toiS’i  capuMtana  ‘We have eaten a mango’
we  one  mango  eat+pre.+perf.

nati  ici  toiS’i  capuMtana  ‘You(sg) have eaten a mango’
you(sg)  one  mango  eat+pre.+perf.

natibi  ici  toiS’i  capuMtana  ‘You(pl) have eaten a mango’
you(pl)  one  mango  eat+pre.+perf.

ako  ici  toiS’i  capuMtana  ‘He has eaten a mango’
he  one  mango  eat+pre.+perf.

ako  ici  toiS’i  capuMtana  ‘She has eaten a mango’
she  one  mango  eat+pre.+perf.

ako  ici  toiS’i  capuMtana  ‘It has eaten a mango’
it  one  mango  eat+pre.+perf.

abi  ici  toiS’i  capuMtana  ‘They have eaten a mango’
they  one  mango  eat+pre.+perf.

Past

The past perfect tense marker is –puMte

ToToparata ico  S’a  baneipuMtena  ‘I had built a building in Totopara’
totopara-in  one  home  build+pst.+perf.

Future

-neko  suffix is used to express future perfect tense.

ka  ako  kam  jakotami  ‘I would have done the work’
I  that  work  do+fut+perf.

nati  kam  janeko  ‘You(sg) would have done the work’
you(sg)  work  do+fut+perf.

ako  kam  janeko  ‘She would have done the work’
she  work  do+fut+perf.
‘Had you come in time we would have seen this’

Perfect continuous

Present
-\textit{caMmi} is used to express present perfect continuous tense.

\textit{ka hatita hanecaMmi} ‘I have been going to the market’

Past
-\textit{daMmi} is the marker for past perfect continuous tense.

\textit{ka hatita hodaMmi} ‘I had been going to the market’

Future
-\textit{erwa} is the marker for future perfect continuous tense.

\textit{ka hatita haerwa} ‘I should have been going to the market’

Mood

Indicative : Statement

-\textit{na} suffix is added with the verbal base to express indicative mood.

\textit{kibiha cabe pikabiso dinko din utiyena}

we cows from daily milk

‘We milk the cows daily’

\textit{ka panc baj i lomi / lona}

I five O’clock get up

‘I get up at five o clock’

Imperative

The verbal base is not inflected to any suffix in imperative mood.

\textit{lo}

‘Rise’

\textit{ja}

‘Stand up’
"Ti pa" Bring
"lapuM we" open
"lapuM mei" close
"akoiM mow" call
"sokaipa jaM" speak
"cecoipa muye" not speak

‘Bring water’
‘Open the door’
‘Close the door’
‘Call him’
‘Speak slowly’
‘Don’t speak loudly’

**Probablity Mood**

-koir/- kor marker is used to express probability mood.

"akone woM koirwa" ‘He may still come’
"i jiMkoro" ‘It may happen’

**Obligatory Mood**

-ner/-nek marker is used to express obligatory mood.

"ka woM nero" ‘I should come’
"akohi zia S’aneruwa" ‘He should kill the bird’
"akohi kampako mojapaneko" ‘He should not do the work’

**Optative Mood**

-ko marker is used to express optative mood.
Desirative

- *car/- coM* marker is used to express desirative mood.

I want to come

I like to come

Conditional

The condition is expressed with the suffix *-nina.*

If horses had wings they would have flown

If he were with me, it would have been better

Besides this give me something else

4.3.3 NON-FINITE VERB

Infinitive

The infinitive marker *–ko* is added to the verbal base to obtain infinitive verb.
We go to the river to catch fish

I like to come

You came before I came

-\textit{wa} suffix is added to the verbal base to form the participle.

All those you called have come

Printed books are easy to read

-\textit{wa} suffix is added to the verbal base to form gerund.

Running is done by the horse

Barking is being done by a dog

\textbf{4.3.4 CAUSATIVE VERB}

-\textit{pa} is a causative marker which is affixed after the verbal base.
4.3.5 AUXILIARY VERB

Auxiliary verbs follow the main verb in Toto.

- _pumi/-puina_ ‘have/had’

\[ \text{ka baireko S'eta ha pumi} \]
I friend’s house to go pt. perf. ten.

‘I had gone to my friend’s house’

\[ \text{ako meime barako S'eta hapuina} \]
she friend’s house go pt. perf. ten.

‘She has gone to her friend’s house’

\[ \text{ka woMko naMgai abi hapumteimko} \]
I came before they go pt. perf. Ten

‘They had gone before I came’

Other examples:

\[ \text{ako zia S'edaMna} \]
he bird kill may

‘He may kill the bird’

\[ \text{ka woMruwa} \]
I come ought

‘I ought to come’
ako ajipraM ico iga larawa ‘He ought to write a book’
He certainly one book write ought

4.3.6 NEGATIVE VERB

The affix –ma is prefixed before the verb to form negative verb. Sometimes –ma becomes –me also.

jaM ‘say’
majaM ‘don’t say’
meMtawa ‘not good’

There are some instances where –m is alone infixed to make negative sense in the verbal base.

i Ti amtua ‘This water is not drinkable’
this water drink+not
amtu ‘to drink
amtua ‘not drink’

4.3.7 COMPOUND VERB

Compound verbs are formed by joining the two individual verbs into one to express an action in Toto language. Examples:

bemS’e yuMnahe ‘sat (helplessly) to protect’
to protect sat
codaMnehe woMnahe ‘tried to strike’
to strike tried
taxomS’a woMnahe ‘came back’
to return came
buibumS’a hapune ‘flying back’
to fly back
yuMwa tiMnahe ‘saw curled (up snake)’
to lie saw
4.3.8 PASSIVE FORMATION

-wa or -ye suffix is added to the verbal stem to have passivization. –so marker is added to the object. Examples:

\[
\begin{array}{llll}
iga & kuMs & paReiwa & jiMns \\
book & me & by & read \\
\end{array}
\]

‘The book is read by me’

\[
\begin{array}{llllllll}
taS’e & TaMka & picaye & lakhkani & ramk & kuS’o \\
ten & rupees & was given & lakshmanan & Ram’s & hand \\
\end{array}
\]

Ten rupees was given to Lakshmana by Rama’

\[
\begin{array}{llllllllll}
juguM & kekako & biya & cawwa & huMs & jiMrwa \\
tomorrow & chicken & meat & eaten & me & by & will & be \\
\end{array}
\]

‘Chicken meat will be eaten by me tomorrow’

4.3.9 TRANSITIVE VERBS

The Vowel /a/ in the intransitive verbs changes into e or o in the transitive verbs.

**Intransitive**

*hatu*  
‘to go’

*S’ako*  
‘to kill’

\[
\begin{array}{ll}
nati & hanero \\
you (sg) & go fut. \\
\end{array}
\]

‘You (sg) shall go’

\[
\begin{array}{ll}
nati bi hanero \\
you pl & go fut. \\
\end{array}
\]

‘You (pl) shall go’

\[
\begin{array}{ll}
ako & hanero \\
he & go fut. \\
\end{array}
\]

‘He will go’

\[
\begin{array}{llll}
ako & zia & S’adaMna \\
he & bird & kill & pre.cont. \\
\end{array}
\]

‘He is killing the bird’
Transitive

\[
\begin{array}{cccc}
\text{kibi} & \text{Maya} & \text{S'akako} & \text{jorata} \\
\text{we} & \text{fish} & \text{catch to} & \text{river} \\
\text{hena} & \text{go} \\
\end{array}
\]

‘We go to the river to catch fish’

\[
\begin{array}{cccc}
\text{ako} & \text{sadaibari} & \text{ziabi} & \text{S'ec'h'aMna} \\
\text{he} & \text{always} & \text{birds} & \text{kills} \\
\end{array}
\]

‘He always kills the birds’

\[
\begin{array}{cccc}
\text{ako} & \text{ainji} & \text{zia} & \text{S'eyna} \\
\text{he} & \text{yesterday} & \text{bird} & \text{killed} \\
\end{array}
\]

‘He killed the bird yesterday’

4.4 ADVERBS

Adverbs precede the verb in Toto. -\text{pa} is the adverbial suffix affixed to the noun.

Example:

\[
\begin{array}{cccc}
\text{sokaipa} & \text{jaM} & \text{‘Speak slowly’} \\
\text{slowly} & \text{speak} \\
\text{cecoipa} & \text{muye} & \text{‘Don’t speak loudly’} \\
\text{loudly} & \text{no speak} \\
\text{lawabi} & \text{eMtapa} & \text{la} & \text{‘Write the words neatly’} \\
\text{words} & \text{neatly} & \text{write} \\
\text{rama} & \text{S’ene} & \text{S’enepatuina} & \text{‘Rama runs quickly’} \\
\text{rama} & \text{quickly} & \text{runs} \\
\end{array}
\]

Adverbs are classified on the basis of time, direction or place and manner.

Time adverbs

\[
\begin{array}{cccc}
\text{sani yuda Mwa} & \text{‘after noon’} \\
\text{epraM} & \text{‘again’} \\
\text{dine} & \text{‘daily’} \\
\text{jeroM} & \text{‘evening’} \\
\text{aku bella} & \text{‘in time’} \\
\text{ainji} & \text{‘yesterday’} \\
\end{array}
\]
**Direction Adverbs**

- **tanaMta** ‘far away’
- **kekriMta** ‘left side’
- **daMta** ‘north’
- **lE’wa** ‘upwards’
- **(aS’iS’o) noi** ‘span’
- **gawwa** ‘edge’
- **nutta** ‘east’
- **debe** ‘bottom of’

**Manner Adverbs**

- **aS’iS’iyujru** ‘kindly’
- **cecoiwa** ‘loudly’
- **S’okepa** ‘slowly’
- **ajipraM** ‘truly’
- **munE’pa** ‘foolishly’

**Reduplication**

The first word repeats as such in the second word as well. Example:

<table>
<thead>
<tr>
<th>S’eMke</th>
<th>S’eMke</th>
<th>‘lame’</th>
</tr>
</thead>
<tbody>
<tr>
<td>wa</td>
<td>wa</td>
<td>‘back’</td>
</tr>
</tbody>
</table>

Some of the following words take the suffixes or post positions such as -i, -wa etc. Example:

<table>
<thead>
<tr>
<th>itu</th>
<th>itui</th>
<th>‘one by one’</th>
</tr>
</thead>
<tbody>
<tr>
<td>ue</td>
<td>ue</td>
<td>‘wave’</td>
</tr>
<tr>
<td>du</td>
<td>du</td>
<td>‘beat (heart pulse)’</td>
</tr>
<tr>
<td>goM</td>
<td>goMwa</td>
<td>‘hunch back’</td>
</tr>
</tbody>
</table>

The first syllable of the word or the second syllable repeated in the following word. Examples:

<table>
<thead>
<tr>
<th>ke</th>
<th>kereM</th>
<th>‘left handed’</th>
</tr>
</thead>
<tbody>
<tr>
<td>doM</td>
<td>doMtapna</td>
<td>‘refresh’</td>
</tr>
<tr>
<td>aM</td>
<td>duM</td>
<td>duMbi ‘washerwoman’</td>
</tr>
</tbody>
</table>

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4.5 VARIOUS TYPES OF VERBS IN TOTO

Since this is a pioneering attempt to study the Toto language it has been decided to provide various types of verbal bases along with the verbal endings which will be much helpful for the future studies.

Nawa  ‘aim at’
miywa  ‘break : stick’
koMwa  ‘carry the baby in the customary manner’
Mowa  ‘carry on head’
taiwa  ‘itch’
to  ‘knock (on a door)’
ceiko  ‘chop the firewood’
doMko  ‘pound the grain’
coMko  ‘cut : the meat’
tatriMpa  ‘attack’
luiS’wa  ‘fight’
bako  ‘pierce’
bewa  ‘beat the drum’
ledi lewa  ‘sing : a song’
muyuwa  ‘blow : flute’
dadapa  ‘accompany’
leka wa  ‘climb’
i puwa  ‘fall down’
jowa  ‘float’
lo o  ‘get up’
tuiwa  ‘run’
koyuwa  ‘travel’
Urawa  ‘wander’
lacea wa  ‘graze’
yewa  ‘milk a cow’
naiyuwa  ‘paint’
ti  ‘weave’
odoiwa  ‘belch’
uMwa  ‘boil’
cawwa  ‘eat’
aMwa  ‘smoke’
hyuwa  ‘swallow’
jewa  ‘comb : hair’
ludaMna  ‘wear : cloth’
giwa  ‘put on : ornaments’
oi  ‘answer : a call’
jaM  ‘answer : a question’
hiMpawwa  ‘complain’
leiwa  ‘describe’
mocua  ‘invite’
yei  ‘check : flow of blood’
mei  ‘stop water in a pipe’
goiro  ‘need’
sawa  ‘rest’
ga  ‘sit’
poe  ‘stop’
kuiko  ‘wait’
(roM) hapna  ‘bleach’
(yuti) Mopna  ‘bleed’
(meibe) maini  ‘bloom : as a flower’
S’empa  ‘dry in sun’
maMbuiwa  ‘dream’
ceMwa  ‘count’
gemmi  ‘know a person’
zinewa  ‘learn’
luMlaiwa  ‘breathe’
hiMwa  ‘hear’
leMwa  ‘laugh’
nena  ‘see’
S’iuwa  ‘touch’
tucna  ‘pain’
nuwa  ‘kiss’
ackapuwa  ‘hate’
yaMtana  ‘rejoice’
gairo  ‘desire’
epraM  ‘avenge’
huwa  ‘bathe’
jiMko  ‘decrease’
turaiwa  ‘encourage’
gurgaiwa  ‘gargle’
yeMwa  ‘ridicule’

Thus the Toto verbal bases, sometimes end with the suffixes –wa, -ko, -na etc. and other times with consonant or vowel endings.
5. SYNTAX

In Toto language, different types of sentences are found. Sometimes, it is as simple as follow:

\[
\begin{array}{ll}
\text{kiya} & \text{wami} \\
\text{dog} & \text{barks}
\end{array}
\]

‘The dog barks’

The above said sentence consists of the subject and verb (intransitive) only to form a sentence.

Sentences are possible without the subject as well in Toto language. Examples are given below:

\[
\begin{array}{lll}
\text{kuM} & \text{pikko} & \text{garita} & \text{hatu} \\
\text{my} & \text{bullock cart} & \text{go}
\end{array}
\]

‘Go to my cart’

\[
\begin{array}{lll}
\text{kuM} & \text{iga} & \text{ita} & \text{pa} \\
\text{my} & \text{book} & \text{here} & \text{bring}
\end{array}
\]

‘Bring my book here’

The sentence is also possible without the obvious verb as shown in the examples below:

\[
\begin{array}{llll}
\text{yiya} & \text{ipu} & \text{kiya} \\
\text{this} & \text{one} & \text{dog}
\end{array}
\]

‘This is a dog’

\[
\begin{array}{llll}
\text{yiya} & \text{ipu} & \text{pika} \\
\text{this} & \text{one} & \text{cow}
\end{array}
\]

‘This is a cow’

\[
\begin{array}{llll}
i & \text{S’abi} & \text{ni} & \text{S’a} \\
\text{these} & \text{house +pl} & \text{two} & \text{houses}
\end{array}
\]

‘These are two houses’

Sometimes, two different phrases or sentences are joined together to form one large sentence. The example is as follow:

\[
\begin{array}{llllll}
\text{ako} & \text{mal patra} & \text{picako} & \text{tamS’a} \\
\text{his} & \text{luggage} & \text{make to} & \text{give}
\end{array}
\]

\[
\begin{array}{llllllll}
yudaMmi & \text{ado} & \text{akodiMa} & \text{acka} & \text{matana} \\
\text{attempt} & \text{but} & \text{that man} & \text{like} & \text{not does}
\end{array}
\]

‘He makes him give the luggage to him but he does not feel like’
5.1 ORDER OF WORDS IN SENTENCES

In Toto sentences, the subject comes first followed by the object and verb. Hence the structure of the sentence pattern is

Subject + Object + Verb (SOV)

Example:

ape natiM netina
child you acc see pre ten
subject object verb

‘The child sees you’

The object noun takes the case marker whereas the verbal base takes the tense marker. The verbal base most of the time takes the tense marker. It does not inflect with person, number and gender suffixes. That is, these markers are not obligatory in this language.

1.2 DESCRIPTION OF TYPES OF PHRASES AND SENTENCES

The Toto sentences are made up of noun and phrases and verb phrases.

Noun phrase

In noun phrases, pronouns or adjectives precede the head nouns.

ako ceMwa ‘His son’
his son
ako ceMwabi ‘His sons’
his sons
entawa poja ‘The good boy’
good boy
entawa meime ‘The good girl’
good girl
Tabo iga ‘The big book’
big book
Tabo igabi ‘The big books’
big books
Predicate phrase

The predicate phrase consists of a verb as a nucleus and may be preceded or followed by a noun, or an adverb or other markers such as tense, aspect or mood.

\[ \text{nako } S’\text{eta } \text{hatu} \quad \text{‘Go to your house’} \]
\[ \text{your } \text{house to } \text{go} \]

\[ \text{kuM } \text{piko } \text{garita } \text{hatu} \quad \text{‘Go to my cart’} \]
\[ \text{my } \text{bullock } \text{cart } \text{go} \]

In adverbial phrase, the adverbs precede the verb.

\[ \text{sokaipa } \text{jaM} \quad \text{‘Speak slowly’} \]
\[ \text{slowly } \text{speak} \]

\[ \text{lawabi } \text{entapa } \text{la} \quad \text{‘Write the words neatly’} \]
\[ \text{words } \text{neatly } \text{write} \]

1.3 DESCRIPTION OF TYPES OF SENTENCES

Interrogative

\( w/h \) words are used to make interrogative sentences. These words start with the syllable \( ha- \) in Toto language. Examples:

\[ \text{nati } \text{haM } \text{cadaMa?} \quad \text{‘What do you eat?’} \]
\[ \text{what} \]

\[ \text{nati } \text{hase } \text{bela } \text{lomga?} \quad \text{‘When do you get up’} \]
\[ \text{when} \]

\[ \text{nati } \text{hanta } \text{yuMa?} \quad \text{‘Where do you live?’} \]
\[ \text{where} \]

\[ \text{kaiMpa } \text{haMS’u } \text{hakoga?} \quad \text{‘Who will come with me?’} \]
\[ \text{who} \]

\[ \text{nati } \text{hamS’a } \text{adaMa?} \quad \text{‘Why are you going?’} \]
\[ \text{why} \]

\[ \text{ka } \text{happajamS’a } \text{jaMko } \text{ga?} \quad \text{‘How shall I speak?’} \]
\[ \text{how} \]

\[ \text{u } \text{haMsuko } \text{eMa?} \quad \text{‘Whose horse is that?’} \]
\[ \text{whose} \]
Imperative

The verbal base is used to make imperative sentences. No markers are used.
Example:

\[
\begin{align*}
  akoiM & \text{ mow} & \text{call} \\
  cipeita & \text{ ga} & \text{sit} \\
  ja & \text{} & \text{‘Stand up’} \\
  lo & \text{} & \text{‘Rise’} \\
  car & \text{ bajjeko} & \text{noita} & \text{waM} & \text{come} & \text{‘Come after four o’clock’} \\
  abi & \text{ meimihi} & \text{ico} & \text{meMci} & \text{la} & \text{tell} & \text{‘Tell a story to these ladies’} \\
  S’eta & \text{ hatu} & \text{aso} & \text{woM} & \text{come} & \text{‘Go home and come back’}
\end{align*}
\]

Negative

The negative marker \(-m\) is added with the verbal base preferably as a prefix, to make negative sentences. Some times \(ah, \ mm\) words are used to make negative sense.
Examples:

\[
\begin{align*}
  ah, & \text{ kuM} & \text{ ceme} & \text{matana} & \text{not have} \\
  \text{no} & \text{ I} & \text{daughter} & \text{not have} & \text{‘No, I don’t have a daughter’} \\
  mm & \text{ i} & \text{gawha} & \text{miMtawa} & \text{bad is} \\
  \text{no} & \text{ this} & \text{village} & \text{bad is} & \text{‘No, this is a bad village’} \\
  ako & \text{ deMaya} & \text{haMtare} & \text{madasna} & \text{no found} \\
  \text{that} & \text{ man} & \text{where} & \text{no found} & \text{‘I found the man no where’}
\end{align*}
\]
akua kam jako mogaiko
he work not should do

‘He should not do the work’

Sometimes, -m affix which expresses negative, is added to the first element of the compound verbal base. The verbal bases are bampowa ‘drive’, yawa ‘ask’.

ako sunipa bampam koina
speed not drive

‘He cannot do the driving fast’

i kam jowwako paisa yamkorwa
this work money ask not may

‘He may not ask money for this work’

Causative

-pa marker is used to make causative sentences.

ka akuiso ico iga picpadaMna
book give make pre.cont.

‘I am making her to give a book’

ka akohi jae akomeime iga lapiko
I him ask her book give make

‘I ask him to make her give a book’

ako malpatro picako tamsa yudaMmi ado
he luggage make give attempt but

ako diMa a cka matana
that man like not

‘He makes him give the luggage to him but he does not feel like it’
Coordinate sentences

The words such as *naMkai* ‘before’, *aso* ‘and’ are used to make coordinate sentences. Examples:

\[
\begin{align*}
ako & \quad haniko & \quad naMkai & \quad hapuintena \\
he & \quad might have & \quad before & \quad gone \\
abikota & \quad dekako & \quad nankai \\
them & \quad reach & \quad before \\
\end{align*}
\]

‘He might have gone before I reach them’

\[
\begin{align*}
AT & \quad bajita & \quad cucuM & \quad kowa & \quad sairan \\
eight & \quad o’clock at & \quad sound & \quad alert \\
impana & \quad aso & \quad deMabi & \quad kampako & \quad taleina \\
heard & \quad and & \quad people & \quad working & \quad started \\
\end{align*}
\]

‘The siren blew at eight O’clock and people started working’

5.4 DESCRIPTION OF PATTERN OF SENTENCES

Simple Sentence

subject + predicate

\[
\begin{align*}
kiya & \quad wami \\
dog & \quad barks \\
\end{align*}
\]

‘The dog barks’

subject + predicate

/verb + object/

\[
\begin{align*}
nako & \quad S’eta & \quad hatu \\
you & \quad house -to & \quad go \\
\end{align*}
\]

‘You go to the house’

subject + predicate

/enlargement /verb + extension/

\[
\begin{align*}
ibi & \quad niS’oso & \quad S’uMco & \quad pojabi & \quad S’ako \\
these & \quad two or & \quad three & \quad boys & \quad houses \\
naMpota & \quad hatu \\
inside & \quad go \\
\end{align*}
\]

‘These two or three boys go into the house’
Complex sentence

hatraMto keitu tuipuMkonoita daS’a
everytime egg lay after black
puiwaha ajako keitu uipucamehe
snake crow’s egg swallowed

‘Every time the crow hen laid her eggs the black snake ate them up’.

epraM keitui puiya i punaha ka
again eggs snake like eat I
i siMeko basata yumoiwa
this tree’s nest live not

‘If the snake eats up my eggs this time also, I refuse to live in this nest any longer’

Compound sentence

akonoita aja dambe cabeha ako
afterwords crow male female that

siMeta gagrupa yumS’a aS’ua oiS’e
tree in happily lived and many

apacua ceMbi ceMpanehe
small children had

‘The crow and the crow-hen lived in that tree happily afterwards and had many little baby crows’

ka caDe das baj i reilta baina aso caDe egaro baj i
I thirty ten hour train caught and thirty eleven hour

afista dewoMna
office came

‘I caught the train at 10.30 a.m. and came to the office at 11.30 a.m.’

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CONCLUSION

Toto language spoken by Totos in West Bengal has the following features:

a. The tonal and pronominalizing features are not found in the Toto language

b. The higher numbers are counted in twenties

c. The basic vocabularies in Toto language are more similar with the non pronominalized group of languages such as Gurung, Murmi (Tamang), Mangar, Sunwar and so on

The collected Toto words are compared with the list of words given in the Grierson’s LSI volume and the words those are similar in line with Toto language only shown in the above chart.

<table>
<thead>
<tr>
<th>Lexical</th>
<th>Toto</th>
<th>Gurung</th>
<th>Murmi</th>
<th>Mangar</th>
<th>Sunwar</th>
</tr>
</thead>
<tbody>
<tr>
<td>two</td>
<td>nico</td>
<td>-</td>
<td>-</td>
<td>Nis</td>
<td>NiS’i</td>
</tr>
<tr>
<td>three</td>
<td>S’uM</td>
<td>S’ô</td>
<td>S’om</td>
<td>-</td>
<td>S’aM</td>
</tr>
<tr>
<td>five</td>
<td>macho</td>
<td>Ma:</td>
<td>Ma:</td>
<td>banga</td>
<td>Mo:</td>
</tr>
<tr>
<td>six</td>
<td>tu</td>
<td>Tu</td>
<td>Tu</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>eight</td>
<td>ye</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>yoh</td>
</tr>
<tr>
<td>nine</td>
<td>ku</td>
<td>ku</td>
<td>ku</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>twenty</td>
<td>nisu</td>
<td>Nhi  siu</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I</td>
<td>ka</td>
<td>Ma</td>
<td>Ma</td>
<td>Ma</td>
<td>-</td>
</tr>
<tr>
<td>he</td>
<td>aku</td>
<td>-</td>
<td>-</td>
<td>asko</td>
<td>-</td>
</tr>
<tr>
<td>eye</td>
<td>mico</td>
<td>Mi</td>
<td>Mi</td>
<td>Mik</td>
<td>Michi</td>
</tr>
<tr>
<td>hand</td>
<td>kui</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>gui</td>
</tr>
<tr>
<td>tongue</td>
<td>lebe</td>
<td>Le</td>
<td>Le</td>
<td>-</td>
<td>Le</td>
</tr>
<tr>
<td>belly</td>
<td>poima</td>
<td>pho</td>
<td>pho</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
The above said features indicate that the Toto language shares some of the features of non-pronominalized group of languages such as Gurung, Murmi (Tamang), Mangar, Sunwar and so on.

However, its close proximity or distance among the Himalayan groups of languages will only be determined by undertaking a future research.

----XXX----
“Among the spreading branches of a banyan tree lived a crow and his wife, the crow-hen. In the nest were four little eggs which the parents guarded with great care. In a hollow of that tree-trunk lived a black snake whom the crows feared greatly. Every time the crow-hen laid her eggs the snake crawled up to the nest and ate them up”.

“epraM keitui puiya i punaha ka i siMeko again eggs snake this eat I this tree on

bassata yumkoiirwa tamS’a cabe ajaha ako nest in live not fut. hen crow his

dambe ajahe jaMnahe. epraM jaMnahe i siMe husband bird to told then told this tree
“If the black snake eats up my eggs this time also, I refuse to live in this tree any longer. We must build our nest somewhere else” said the mother bird to her husband”.

“We have lived here a long time. I can’t bear to desert my home and go to live elsewhere” said the crow. While they were talking they heard a hissing sound just below them. They knew what the sound meant. They sat helplessly in their nest trying to protect their eggs. The black snake crept higher and closer to the nest. Then with a loud hiss he tried to strike at the birds who flew away in terror. One by one, the black snake swallowed the eggs.”
“The parents came back sadly to their nest, knowing well that they would find it empty. The crow said, “I must find a way to destroy this murderous snake.”

“How can you ever fight him? His sting is so deadly”, said his wife in despair.”

“Don’t you worry, my dear, I have got a friend who is cunning enough to destroy the most poisonous of snakes” said the crow, and off he flew to another tree under which lived his dear friend, the jackal”.

“Tell fut. that (snake) how killed be
“When the jackal heard how the snake always ate up the eggs, he said, “my friend, those who are cruel and greedy always meet with a bad end. Have no fear, I have already thought of a plan to destroy him”.

a ha tamS’a aja jaMnehe “i hap jMkoga?”
O expressing crow told it how happen fut.

mamsiriha cucuMpa jaMnehe i nwaMhiM baireta
jackal fear told this story outside

mihiMcipa nanuko aibita S’ukaipa heppajamS’a
not hear ear’s near to whisper how

puya hiM S’ekome jaMnahe. dambe aja buimpumS’a
snake acc. kill told crow flew

takome cabe ajakota hamS’a taMcepu
his wife crow hen went all

lainahe. “iha aS’iS’e cucum newaga ado
(story)opened this somewhat risky plan but

eintihi eMtapa jamS’a yuMneruwa” dabe aja jaMnahe
we much careful stay fut. crow told

“Oh, do tell me what it is”, said the crow. Then the jackal, fearing he might be over heard, whispered to his friend what he should do to destroy the snake. The crow flew back to his wife and told her about the plan. “It is rather risky”, said the crow. “We shall have to be very careful”.

aja cabe jaMnahe “ka mucuMro heppajamS’a jiMdo
crow female told I bravely any how do

keituhiM ka wamS’a ero”.

‘I shall do anything to save my eggs”, said the mother bird bravely.

ako noita abilha ako rajako rajdarbar S’ata buipumS’a
afterwards they that king’s palace house flew

hapune taibi yuMwa siMeso rajdarbar S’aha
off where(they) live tree from palace house

tanaM mattamihe. ako rajdarbarko naMpoto ico
distance not is that palace’s inside one
bagainso ico Tabo pokori nimihe abiha kaMnuwa
garden one big pond was they saw

rajdarbarko meimebi tihua tiMnahe. meimebiha taibiko
palace’s ladies bathing saw ladies their

MetuMko giwatise nanuMta suMwa sun asua
chain mala ear wearing golden like

ladakei pokiriko doindita yemihe cabe/aima
ornaments pond’s edge at kept mother

ajaha liS’o buipumS’a ico sunkokei namuS’o yomuS’a
bird down flew one necklace beak by picked

S’uka-S’ukapa abiko yuMcaMwa siMeta buipumS’a hanahe rajdarbarko
slowly their living tree to fly returned palace’s

kaMwa diMabiha ajako sunkokei paicpuwa tiMna aS’ua
guards bird necklace taking saw then

abiha decuM pumS’a ajako nununui gipnahe. kaMwa diMabi
they club taking bird’s behind ran guards

ajaha ako siMeko hombeta sunkokei huikapne tiMnahe.
crow that tree’s hole in necklace drop saw

kaMwa diMaso icoha siMeta sunkokei uipako
guards among one tree on necklace take out

lokanehe. sunkokei yokako tamS’a siMeko hombeta kuiva kadanu
climbed necklace bring out for tree’s hand put inside

ipu daS’ua puiha petakoimS’a yuMwa tiMnahe.
one black snake ring like curled lie saw

S’etiMpa jamuS’a doeS’o bapunihe aS’ua daS’ua puiha
strong stroke stick pierce that black snake

akota sipunahe aso ako daS’ua puihako meinci
died and that black snake’s story

taMcepu itaraM S’ipuna.
all like this dead
“So off they flew towards the palace of the king of the country. The palace was not far from the tree in which they lived. They approached a big pond in the palace garden where they saw the royal ladies having a bath. They had laid their golden chains, pearl necklaces and other jewellery on the edge of the pond. The mother bird flew down, picked up a gold chain in her beak and started flying slowly towards the tree in which she lived. When the palace guards saw the bird flying off with the gold chain, they took up their clubs and chased the bird. They saw the bird drop the chain into the hollow of a tree. One of the guards climbed up the tree to get the chain. As he put his hand inside the hole to get the chain, he saw a black snake curled up there. With one hard stroke of his club he killed it and that was the end of the black snake”.

The crow and the crow-hen lived in that tree happily afterwards and had many little baby crows’.

---XXX---
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Title</th>
<th>Publisher/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Das, A.K.</td>
<td>1969</td>
<td>The Totos</td>
<td>Kolkata: Cultural Research Institute’s special Series (No.11)</td>
</tr>
<tr>
<td>Dhali, D.N.</td>
<td>1981</td>
<td>Toto (in Bengali)</td>
<td>Kolkata: Cultural Research Institute</td>
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