Cover Page

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Title: Phrasal alternation in Kerinci
Issue Date: 2017-05-23
4 Personal pronouns

4.1 Introduction

This chapter focuses on personal pronouns in PT. Section 4.2 describes the forms and functions of personal pronouns. Section 4.3 shows the positions of personal pronouns in constructions. Section 4.4 examines possessive constructions. Section 4.5 discusses kinship terms and alternative pronouns.

4.2 Forms and functions

The term pronoun refers to a closed set of items which can be used as substitute for a noun phrase or a single noun (Crystal 1980). Personal pronouns differ from nouns. They can only be followed by a demonstrative which functions as a pragmatic marker, while nouns can be followed and preceded by many word categories such as adjectives, demonstratives, classifiers and numerals. A pronoun is by definition referential because it has to substitute someone or something. It is definite when it substitutes for a referent that is identifiable to the hearer.

Personal pronouns in PT lack the ABS-OBL opposition. However, the presence of pronouns may affect the alternation the preceding or following words. Table 4.1 lists the personal pronouns in PT.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Neutral</td>
<td>Formal</td>
</tr>
<tr>
<td>First</td>
<td>akau(^{46})</td>
<td>kantai</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>ikao</td>
<td>kajao</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>ɲo</td>
<td>dijea</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1. Personal pronouns in PT

\(^{46}\) The variations *akeu* and *aku* are also attested, as is the truncation *ku*. 
Plural pronouns only have a neutral sense in PT, whereas singular pronouns also have neutral, formal and informal options. The use of the neutral, formal and informal pronouns is determined by age, social distance, power relationship between the interlocutors and the rank of imposition. We may call attention to a comment by Koh (1990: 109) on Malay:

The choice of address forms may be seen to be dependent on politeness requirements based on social distance between the speakers in any interaction. The greater the distance between the speakers, the more polite the interaction between them.

As can be seen in Table 4.1, some noun phrases can be used as pronouns, such as *uhan* (i)toh/(i)neh ‘[Lit.] that/this person’, *udoʔ* (i)toh/(i)neh ‘[Lit.] that/this slave’ and *uha* (i)toh ‘[Lit.] those people’. The singularity or plurality of *ikao* and *ɲo* is context-dependent, since there is no marker that differentiates them. The next section discusses the forms and functions of each personal pronoun.47

### 4.2.1 First-person pronouns

*Kamai* ‘we’ (exclusive) and *kitao* ‘we’ (inclusive) mark the first person plural. Example (1) and (2) illustrate the use of exclusivity and inclusivity. In example (1), only the parents go to the rice field, therefore *kamai* is used. In example (2), both the parents and the children go to the rice field, hence, *kitao* is used.

(1) Parents: *anaʔ*-anaʔ *kamai* alo k-unau

    RED-child.A 1.PL.EXCL go,O to.rice.field.A

    *ikao* məna pe er

    2.PL make.A homework

‘Children, we go to the rice field. You finish your homework!’

---

47 Pronouns can be combined with the prefix *ka*- and *ba*- to express collectivity (see 7.6.3 and 7.6.4).
Parents: 

\[
\begin{array}{ll}
\text{ana?-ana?} & \text{kitao} \\
\text{RED-child.A} & \text{alo} \\
\text{1.PL.INCL} & \text{go.O}
\end{array}
\]

\[
\text{k-umau} \quad \text{samao}
\]

to.rice.field.A follow

‘Children, we go to the rice field. Do you want to join us?’

Children: 

\[
\text{samao}
\]

follow

‘Yes, [we want to join you]!’

Kitao can also be used to refer to the first person singular pronoun (3).

\[
\begin{array}{llllll}
\text{kitao} & \text{kan} & \text{pisik} & \text{lah} & \text{lmah}, \\
1.SG & \text{KAN} & \text{physic} & \text{already} & \text{weak.A}
\end{array}
\]

\[
\text{kakei} \quad \text{neh} \quad \text{lah} \quad \text{sakai?}
\]

leg.O neh already ill.A

‘I… [My] physical condition is weak. This leg was painful’

[fc10.037]

The first person singular pronoun, kantai, is used in formal circumstances with people who are older or of the same age as the speaker (4), whereas akau is used in a neutral sense (5).

\[
\begin{array}{llllll}
\text{tompe'} & \text{kantai} & \text{kulijah} & \text{uenpe} & \text{neh} \\
\text{place.O} & 1.SG & \text{lecture} & \text{UNP} & \text{neh}
\end{array}
\]

‘That’s the place where I studied, Padang State University’

[fc7.019]

[The speaker is talking to a group of friends who are older than him]

\[
\begin{array}{llllll}
\text{toh} & \text{akau} & \text{atao} & \text{use} & \text{po} \\
\text{toh} & 1.SG & \text{tell.A} & \text{to} & 3.SG
\end{array}
\]

‘That was what I told her earlier’

[fc3.010]

\[48 \text{Universitas Negeri Padang (‘Padang State University’).}\]
4.2.2 Second-person pronouns

The second singular pronouns kajo (formal) (6) and ikao (neutral) (7) are used to refer to people of either gender who are older or of the same age as the speaker and to people who are respected. To refer to people who are younger than the speaker, the proper name is typically used (8).

(6) ənti gih kajo ba-gawoa
NEG again 2.SG VBLZ-work.A
‘You are not supposed to work anymore’
[fc10.076]

(7) ikao əndoʔ ba-kədoa pulao
2.SG want STAT-kiosk.A too
‘Now, you also want to work as a retailer’
[fc8.077]

(8) suduah caca minun susu tadeh
already.A PN drink.O milk just.now
‘Have you, Caca, drunk the milk?’

Besides using a proper name, the second-person singular pronouns (kaau F / empa M) can also be used to refer to people younger than the speaker. Therefore, the proper name in example (8) could be replaced by the second person singular pronoun (9).

(9) suduah kaau minun susu tadeh
already.A 2.SG.F drink.O milk just.now
‘Have you drunk the milk?’

The use of a masculine second person singular and a feminine second person singular can be seen in example (10) and (11). Social distance, again, determines the use of these pronouns. The closer the relationship between the interlocutors, the higher the probability these pronouns are used. These pronouns are typically used among friends (12).

(10) akau cinto matai əmpao udin
1.SG love die.A with 2.SG.M PN
‘I am madly in love with you, Udin!’
Personal pronouns

(11) akau cinto mataiŋə kaau rita
1.SG love die.A with 2.SG.F PN
‘I am madly in love with you, Rita!’

[‘I’m nervous about going on a plane]

(12) əmboo ɲantei akau
2.SG.M ACT.friend.O 1.SG
‘You accompany me’

Ikao ‘you’ can also be used to refer to the second person plural pronoun (13). Sado ineh ‘all this’ is optionally added.

[A teacher coaches his students]

(13) lulauh idua? lulauh ikao ke? ikao ijon
‘Whether you pass the exam or not depends on you’
[fc7.062]

4.2.3 Third-person pronouns

The third person singular pronouns are ɲo and dijea for both genders; ɲo is used in neutral situations (14), whereas dijea is formal (15).

(14) ɲo guru ɲamu adua?
3.SG teacher ACT.teach customary.law.A
‘He is a teacher who teaches the customary law’
[fc0.037]

(15) ahei maih neh dijea itoh
day.O Thursday.A neh 3.SG itoh
‘This Friday is her turn’
[fc4.065]

The pronoun ɲo can also be used as the third person plural pronoun (16)–(17). The context makes it clear whether ɲo should be translated with a singular or plural pronoun in English. The examples below are taken from naturalistic data.
[A scene in The Pear Story: two kids are waiting for their friend who is giving a hat to another kid]

(16) ɲ̩o ɲə ba-duwea toh nantei? ke?
3.PL REL STAT-two.A toh ACT.wait.O at

iṭoh. ɲə s-uha alo ɲanta
iṭoh REL one-CLF go.O ACT.deliver
‘They, [the kids] in a group of two wait there. One [kid] gives [it]’

[P4_PV_HAL_OLD_FEMALE.075]

[A scene in The Frog Story: the frog parents look at their babies]

(17) ɲo ɲimoʔ anoʔ po
3.PL ACT.see.O child.O 3.PL.POSS
‘They look at their babies’

[P1_FS_DAS_OLD_MALE.103]

As mentioned previously, uhan (i)toh/(i)neh ‘that/this person’ (M) and udoʔ(i)toh/(i)neh (F) ‘that/this slave’ are noun phrases used pronominally for the third person (18). These pronouns are used for people younger than the speaker or to common people who are not that respected. Uha iṭoh/îneh or its truncated form uha toh/îneh is a noun phrase that can be used as the third person plural pronoun (19), but also for the third person singular masculine (20).

(18) uhan toh ɲə udoʔ toh datua gea
3.SG.M and 3.SG.F come.A also
‘He and she also came’

(19) adea sa-juə uha toh istirahat
exist.A one.clock.A 3.PL rest
‘It’s about one hour for them to rest’

[fc3.072]

49 Truncated from buduaʔ/budoʔ.
Personal pronouns

(20)  
\begin{align*}
\text{adi } & \text{ pam-balut} \quad \text{lijei } \text{ toh} \\
\text{so } & \text{ NMLZ-bandage.O} \quad \text{neck.O} \text{ toh}
\end{align*}

\text{di-pasa } \text{ uha toh } \text{ ali?} \\
\text{PASS-put.on} \quad \text{3.SG.M} \quad \text{back.O}

‘So, that bandana was put back on by him’

[\text{P4\_PV\_HAL\_OLD\_FEMALE.016}]

4.2.4 The use of awa?

The word awa? ‘body’ displays a versatile pronominal use; it can be used as first, second and third person singular and plural (Table 4.2).

<table>
<thead>
<tr>
<th></th>
<th>awa?</th>
<th>toh</th>
<th>mulae</th>
<th>exde</th>
<th>toh</th>
</tr>
</thead>
<tbody>
<tr>
<td>1SG</td>
<td>toh</td>
<td>start.A</td>
<td>SD</td>
<td>toh</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lah</td>
<td>bal-a</td>
<td>ua</td>
<td>alo</td>
<td>dea?</td>
</tr>
<tr>
<td></td>
<td>already</td>
<td>VBLZ-learn</td>
<td>all</td>
<td>TAG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘When I started going to elementary school, [I] learnt so many things, hadn’t I?’</td>
<td>[fc11.038]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1PL</td>
<td>toh</td>
<td>two.A</td>
<td>toh</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>lah</td>
<td>ba-ikeu-ikeu</td>
<td>PART</td>
<td>VBLZ-RED-tail.A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘The two of us went everywhere together’</td>
<td>[fc9.018]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2SG</td>
<td>toh</td>
<td>go.O</td>
<td>there</td>
<td>also</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘You also go there’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2PL</td>
<td>toh</td>
<td>go.O</td>
<td>also</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘You didn’t listen to me!’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3SG</td>
<td>lah</td>
<td>high.A</td>
<td>for</td>
<td>3.SG</td>
<td>- only</td>
</tr>
<tr>
<td></td>
<td>‘The high position is only for him(self)’</td>
<td>[fc9.005]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3PL</td>
<td>toh</td>
<td>3.PL</td>
<td>ACT.tell.A</td>
<td>like.that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Why did they say that?’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.2. The use of awa?
4.3 Positions of personal pronouns

Personal pronouns have the same form in different positions in a sentence, including those of subject, object and possessor. The sentences in Table 4.3 illustrate the use of the personal pronouns in different positions and different constructions as presented in the next chapters.

<table>
<thead>
<tr>
<th>Construction</th>
<th>Sentence Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject of active construction</strong></td>
<td>(21) akau nukun ang∧e?</td>
<td>‘I hit a dog’</td>
</tr>
<tr>
<td></td>
<td>(22) kantai maco buku</td>
<td>‘I read a book’</td>
</tr>
<tr>
<td><strong>Subject of P1 construction</strong></td>
<td>(23) po di-kyo ang∧e?</td>
<td>‘S/he was chased by a dog’</td>
</tr>
<tr>
<td></td>
<td>(24) kamai di-tantei? no</td>
<td>‘We were waited by her/him’</td>
</tr>
<tr>
<td><strong>Non-subject agent of P2 construction</strong></td>
<td>(25) pintou itho akau saaʔ</td>
<td>‘That door was closed by me’</td>
</tr>
<tr>
<td></td>
<td>(26) imbe toh ikao ajκaʔ</td>
<td>‘That bucket was lifted by you’</td>
</tr>
<tr>
<td><strong>Subject of intransitive construction</strong></td>
<td>(27) kamai dudeu?</td>
<td>‘We are sitting’</td>
</tr>
<tr>
<td></td>
<td>(28) kitaʔ maka</td>
<td>‘We are eating’</td>
</tr>
<tr>
<td><strong>Subject of non-verbal clause</strong></td>
<td>(29) akau mahasiswa</td>
<td>‘I am a student’</td>
</tr>
<tr>
<td></td>
<td>(30) ikao basiʔ pa</td>
<td>‘You are very nice’</td>
</tr>
<tr>
<td><strong>Object of active construction</strong></td>
<td>(31) rudi maŋkun ampo</td>
<td>‘Rudi tortured you’</td>
</tr>
<tr>
<td></td>
<td>(32) siti nulan kaau</td>
<td>‘Siti helped you’</td>
</tr>
</tbody>
</table>
### Table 4.3. Positions of personal pronouns

<table>
<thead>
<tr>
<th>Position and Example</th>
<th>Formulation</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Object of preposition</strong></td>
<td>guru məŋaih ŋuse ikao</td>
<td>‘The teacher was mad at you’</td>
</tr>
<tr>
<td></td>
<td>akau dapua? surae? dari po</td>
<td>‘I received a letter from him’</td>
</tr>
<tr>
<td><strong>Complement following adjective or intransitive verb</strong></td>
<td>sarupo udo? itoh</td>
<td>‘Like her’</td>
</tr>
<tr>
<td></td>
<td>ba-subo? uhan itoh</td>
<td>‘To meet him’</td>
</tr>
<tr>
<td><strong>Possessor following noun phrase</strong></td>
<td>umoh godon kamai</td>
<td>‘Our big house’</td>
</tr>
<tr>
<td></td>
<td>uto bahu uha itoh</td>
<td>‘Their new car’</td>
</tr>
<tr>
<td><strong>Head of phrase followed by a demonstrative</strong></td>
<td>akau neh duro</td>
<td>‘I am a doctor’</td>
</tr>
<tr>
<td></td>
<td>po toh tuka</td>
<td>‘He is a mason’</td>
</tr>
<tr>
<td><strong>Subject followed by a cardinal numeral</strong></td>
<td>kamai duwea ŋo dapua?</td>
<td>‘It’s both of us who got [it]’</td>
</tr>
<tr>
<td></td>
<td>ikao duwea tuhau? akau</td>
<td>‘You both, follow me!’</td>
</tr>
</tbody>
</table>

#### 4.4 Possessive constructions

The use of pronouns determines the shape of the preceding word. The word preceding the pronoun is mostly oblique (43).

---

50 In this context, the demonstrative is used as a pragmatic marker.
Phrasal Alternation in Kerinci

(43)   umoh (*umah)  akau
       house.O  1.SG.POSS
       ‘My house’

The truncated form of the first person singular pronoun is ku. Only before this form does the preceding noun appear in the absolute form (44).

(44)   kakai (*kakei)  ku  sakai?
       leg.A  1.SG.POSS  hurt.A
1. ‘My legs hurt’
2. ‘My leg hurts’

The next section discusses possessive constructions with the oblique form (4.4.1), with kamai (4.4.2), and with atai/atei ‘heart’ (4.4.3), all of which show atypical uses of the phrasal alternation.

4.4.1 with OBL

The oblique form marks possession on its referent. As examples (45) and (46) demonstrate, possessive constructions in the third-person singular can be expressed overtly through po or covertly through the oblique form.\(^{51}\) The use of an absolute form in the same construction denotes unspecificity, rather than possession (47).

(45)   ali  mørseih.O  umoh po
       ali  mørseih.O  umoh.O (*umah)
       PN  ACT.clean  house
       ‘Ali cleans his house’

(46)   ali  mørseih.O  umoh.O  bahu po
       PN  ACT.clean  house  new
       ‘Ali cleans his new house’

\(^{51}\) The same phenomenon has been observed in SP (Steinhauer and Usman 1978) and TPM (Mckinnon 2011). Malay uses the third pronominal clitic -nya in this function.
4.4.2 with kamai

The exclusive first plural pronoun in possessive constructions behaves differently from other pronouns. This pronoun requires the absolute form when the possessed entity is not physically present. Kamai requires the oblique form if the possessed entity is physically present (48)-(50).

(48) \[ \text{kapa? } gəlon \ (^{gəloua}) \ kamai \ dalon \ laci \]  
    place bracelet.O 1.PL.EXCL.POSS inside drawer  
    ‘Put our bracelet inside the drawer!’

(49) \[ no \ nimbo \ ajei \ (^{ajai}) \ kamai \]  
    3.SG ACT.draw.O water.O 1.PL.EXCL.POSS  
    ‘S/he draws our water’

(50) \[ rini \ nano? \ nasei \ (^{nasai}) \ kamai \]  
    PN ACT.cook.O rice.O 1.PL.EXCL.POSS  
    ‘Rini cooked our rice’

The absolute form is used when the possessed element is absent and therefore abstract (51)-(53).

(51) \[ ila \ gəlua \ (^{gəlon}) \ kamai \]  
    disappear.A bracelet.A 1.PL.EXCL.POSS  
    di-cilo? \ uha  
    PASS-steal.O people.A  
    ‘Our bracelet is gone; it’s been stolen by someone’

---

52 This has also been observed in the Sungai Penuh dialect (Steinhauer and Usman 1978).
(52) aboih aja (*ajei) kamai
    finish.A water.A 1.PL.EXCL.POSS

dalon imbe
    inside bucket
    ‘Our water inside the bucket is finished’

(53) aboih nasai (*nasei) kamai
    finish.A rice.A 1.PL.EXCL.POSS

di-bakon kucae?
    PASS-eat.O cat.A
    ‘Our rice has all been eaten by a cat’

Note that personal pronouns other than kamai would still require an oblique form in this context (54) and (55).

(54) ila golon (*gəlu) akau,
    disappear.A bracelet.O 1.SG.POSS

di-cilo? uha
    PASS-steal.O people.A
    ‘My bracelet is gone; it’s been stolen by someone’

(55) aboih kajou (*kajau) no di-panga
    finish.A wood.O 3.SG.POSS PASS-burn.A
    ‘All her/his wood is burnt’

4.4.3 with atai/atei ‘heart’

Another unexpected pattern is the use of atai/atei ‘heart’ in combination with personal pronouns. The third-person and first-person plural exclusive pronouns require the oblique form (56)-(57), whereas all other pronouns are used in combination with the absolute form (58)-(60).

53 See Steinhauer and Usman (1978) on this phenomenon in SP.
(56) sakaiʔ atei (*atai) po nulun kamai
‘Hurt is her/his heart helping us’ [Lit.]
‘S/he is annoyed helping us’

(57) səna atei (*atai) kamai
happy.A heart.O 1.PL.EXCL.POSS
ŋimoʔ po
ACT.look.O 3.SG
‘Happy is our heart to see him/her’ [Lit.]
‘We are happy to see him/her’

(58) sakaiʔ atai (*atei) akau
hurt.A heart.A 1.SG.POSS
narimo sureʔ itoh
ACT.receive.O letter.O itoh
‘Hurt is my heart receiving that letter’ [Lit.]
‘I was sad to receive that letter’

(59) səna atai (*atei) ikao
happy.A heart.A 2.SG.POSS
ŋəŋo akau dapuaʔ bejasiswa
ACT.hear.O 1.SG get.A scholarship
‘Happy was your heart to hear that I got the scholarship’ [Lit.]
‘You were happy to hear that I got the scholarship’

(60) toh usauh atai (*atei) kitaq deaʔ
toh anxious.A heart.A 1.PL.INCL.POSS TAG
‘That makes our heart anxious, doesn’t that?’
[fc3.033]

4.5 Kinship terms and alternative pronouns

The pronominal use of kinship terms in PT is an important issue to take into account, since issues of politeness often prove to be a constraint in daily interaction (cf. Ernanda 2011). We may call attention to the following definition of kinship in a Malay context, which equally applies to PT:
There is no single commonly understood word or phrase in the Malay language that covers the semantic terrain of the English term ‘kinship’, but the related Malay concepts of closeness and weight of social relationships serve similar functions. The dimension of closeness is contrasted with distance and refers to the degree of positional relationship between two actors in the social field. Weight, that is, heaviness or lightness of relationship, refers to the degrees of moral obligation entailed by a given positional relationship. Closeness may have a number of determinants as may weight. (Banks 1983: 47)

Kinship terms can be used in reference to the first, second and third person singular (Table 4.4). They are usually combined with names. It is considered impolite (kasa tutou) not to address adults by their appropriate kinship terms. Hence, PT speakers who are studying abroad tend to avoid using the names of their teachers or professors, even if doing so is acceptable in their host culture.

<table>
<thead>
<tr>
<th>Kinship terms</th>
<th>The use of the kinship terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>uwo</td>
<td>oldest child</td>
</tr>
<tr>
<td>ηoh</td>
<td>second child</td>
</tr>
<tr>
<td>ηnsou</td>
<td>third child or youngest child</td>
</tr>
<tr>
<td>uteih</td>
<td>fourth child</td>
</tr>
<tr>
<td>nantan</td>
<td>grandfather</td>
</tr>
<tr>
<td>tino</td>
<td>grandmother</td>
</tr>
<tr>
<td>nine?</td>
<td>grandmother</td>
</tr>
<tr>
<td>ajoh</td>
<td>father’s male sibling</td>
</tr>
<tr>
<td>mano?</td>
<td>mother’s male sibling</td>
</tr>
<tr>
<td>datun</td>
<td>father’s female sibling</td>
</tr>
<tr>
<td>ite?</td>
<td>mother’s female sibling</td>
</tr>
<tr>
<td>apa?</td>
<td>father</td>
</tr>
<tr>
<td>ηma?</td>
<td>mother</td>
</tr>
</tbody>
</table>

Table 4.4. Kinship terms

These kinship terms frequently appear in the oblique form since they are typically followed by names (61)–(62). These kinship terms are inalienable and always have a ‘possessor’, either overt or covert.

(61)  
\[
\begin{array}{llll}
\text{uwo} & \text{ahir} & \text{naban} & \text{kajau} \\
\text{old.O} & \text{PN} & \text{ACT.cut.O} & \text{wood.A} \\
\end{array}
\]

‘Brother Ahir cut the wood’
Personal pronouns

(62) mamo?  pindi  maco  koran
uncle.O PN ACT.read.O newspaper
1. ‘Uncle Pindi read a newspaper’
2. ‘Pindi’s uncle read a newspaper’

These kinship terms can be interpreted as the first, second and third person singular pronoun depending on the context (63)-(64).

(63) nantan  alo  pasa
grandfather.O go.O market
1. ‘I went to the market’ [an old man speaks]
2. ‘You went to the market’ [an old man is spoken to]
3. ‘He went to the market’ [an old man is spoken about]

(64) ite?  lah  tibea
aunty.O already arrive.A
1. ‘I have arrived’ [an aunty speaks]
2. ‘You have arrived’ [an aunty is spoken to]
3. ‘She has arrived’ [an aunty is spoken about]

Examples (65) and (66) are from an elderly woman who narrates her life story. The kinship term ‘grandmother’ refers to the person of a certain age, who happens to be the speaker.

(65) no  nimba?  ka  asrama  polisi
3.PL ACT.shot.A to dormitory police
ahot,  haa  itoh  nine?
upstream.O PART itoh grandmother.O

jagua  s-ahai  toh
merchandise.A one-CLF.A toh
‘They shot at the Police dormitory upstream. I was selling [rice] on that day’
[fc.10.010]
Instead of using the names, the place where someone lives can also be used after the kinship term (67).

As mentioned in section (1.4.6), teknonymy is generally applied to parents, replacing whatever their original proper name may have been: *indou?* ‘mother’ or *apo?* ‘father’ are used, followed by the name of the first child (68)–(69).

Without a proper name, the oblique form *apo?* can also refer to ‘the father of the children’ or ‘husband’ (70). It is normally used when a wife talks about her husband. The same oblique form is used when the ‘possessor’
can be understood from the context (71). The absolute form \textit{apaʔ} is often used by children to refer to their father (72).

\begin{verbatim}
[70]
apoʔ alo kọ́jea
father.O go.O work.A
1. ‘The father [of the children] is at work’
2. ‘The husband is at work’
\end{verbatim}

\begin{verbatim}
[71]
harto indouʔ ṣa̤ apaʔ lah aboih
wealth.O mother.O and father.O already finish.A
‘The wealth of [her/his] mother and [her/his] father has gone’
[fc7.048]
\end{verbatim}

\begin{verbatim}
[72]
toh suhauh apaʔ nuweʔ deaʔ
toh ask.A father.A ACT.ask TAG
‘Tell father to ask [her]!’
[fc4.008]
\end{verbatim}

In example (73), which is taken from the naturalistic data, the speaker asks the interlocutor to talk to her father using the oblique form \textit{apoʔ} ‘husband’. In the same clause, when she realizes her ‘mistake’, she corrects herself and uses the absolute form \textit{apaʔ} ‘father’.

\begin{verbatim}
[73]
suhauh apoʔ, anau apaʔ
ask.A father.O thingy.A father.A
k-awoh ta gin atao
downward.O afternoon.A later tell.A
‘Ask [your] husband… I meant [your] father to go to
[their house] to tell them this afternoon’
\end{verbatim}

Besides kinship terms, personal names are commonly used to refer to a speech partner in PT for children, good friends or others to whom polite language is not required. Personal names can be interpreted as first, second, or third person singular pronouns depending on the context (74)–(75).
Phrasal Alternation in Kerinci

(74)  
\[ \text{ana məlei bawua} \]
PN ACT.buy.O onion.A  
1. ‘I bought onions’ [Ana is speaking]  
2. ‘You bought onions’ [Ana is being spoken to]  
3. ‘She bought onions’ [Ana is being spoken about]  

(75)  
\[ \text{ripin ᵀantei ñma? ᵀumuah} \]
PN ACT.friend.O mother at.home.A  
1. ‘I accompany mother at home’ [Ripin is speaking]  
2. ‘You accompany mother at home’ [Ripin is being spoken to]  
3. ‘He accompanies mother at home’ [Ripin is being spoken about]