How to format interlinearized linguistic examples

Three-line format

(1) a.<textarea>ʔu–gʷəč’–əd → čəxʷ → ti → sqwəbay?</textarea>  
  
  PFV–look-for–ICS → 2SG → SPEC → dog  
  
  ‘you looked for the dog’

b. *ʔu–gʷəč’ → čəxʷ → ti → sqwəbay?

PFV–look.for → 2SG → SPEC → dog  

*‘you looked for the dog’

(Hess 1993: 16)

(2) hay lax–du–b̕oxʷ → ?ə tiʔil c’ixc’iƛ
  
  then look.for–LC–MD–now P DIST fish.hawk

 cuiʔaxʷʔə tu=s=cut–t–əb=s → ?ə tiʔil sčətx̣ʷəd
  
  DIST PST=NP=speak–ICS–MD=3PO P DIST bear

‘then fish-hawk remembers what bear said to him’

(lit. ‘then his was-spoken-by-bear is remembered by fish-hawk’)

(Hess 1993: 194, line 46)

Bella Coola

(3) ?əłnap–is=kẉ=c’ → ta=qiiqtii=tx → wa=s=kʷacta–tu–m
  
  know–3SG:3SG=QTV=now D=baby=D D=NP=name–CS–3SG.PASS

x=ti=man=t
  
  P=D=father=1PL.PO

‘the baby knew what he had been named by our father’

(Davis & Saunders 1980: 108, line 12)

Word-processing tip: use the “Keep lines together” option to prevent page breaks from interrupting interlinearized examples and separating lines across pages.
Four-line format

Four-line format is used for data where there are many phonological changes in the affixes that make up the word and the parsed form looks very different from the phonological form of the utterance.

- **Lushootseed**
  - Four-line format:
    - (2) hay lax dub x̌ʔə tiʔil c’ix c’ix ...
    - second line reflects the phonological form of the individual affixes
    - first line reflects the phonological form of the utterance as a whole
  - example:
    - `hay lax–dx w–b=ɔx w–ʔə tiʔil c’ix c’ix`
    - `then fish–hawk remembers’` (based on Hess 1993: 194, line 46)

- **Upper Necaxa Totonac**
  - Four-line format:
    - (5) katama:wé:um nakíštkatkán
    - second line can also contain zero affixes
    - first line gives the utterance in standard spelling
  - example:
    - `mat ho'lh chi:wakálh mat ta:łhmá:n`
    - `they say he was tied up high with a rope’` (shown here) or close phonetic transcription

Five-line format

Five-line format may be used for languages that have an established practical orthography or in detailed phonetic presentation.