INTD0112
Introduction to Linguistics

Lecture #12
Oct 19th, 2009

Announcements

- Midterm will be posted this Wednesday. It's due a week later. It'll cover everything we talked about so far: The nature of human language, phonetics, phonology, morphology (and perhaps some syntax from this week).
- Review session on Saturday at 11am in the library?
- Reminder: LAP proposal is due Nov 2nd. Have a look at "The world atlas of language structures", which is available in the main library at the Main Atlas Case G1046.E3 W6 2005. There's also some useful links on the class website.

The plural –s allomorphy puzzle

- We know that voicing is involved, but what's the underlying form? How is it mapped into the three allomorphs? Any thoughts?
- In formal rule notation, "+" is used to mark a morpheme boundary.
- Since these rules involve the phonological shape of morphemes, they are referred to as *morphophonemic rules*.

The puzzle of the Turkish plural

singular	plural	meaning
ip	ipler	"rope"
kıl	kıllar	"body hair"
sap	saplar	"stalk"
uç	uçlar	"edge"
son	sonlar	"end"
öç	öçler	"vengeance"
gül	güller	"rose"
ek	ekler	"junction"

The puzzle of the Turkish plural

singular	plural	meaning
dev	devler	"giant"
kek	kekler	"cake"
can	canlar	"soul"
cep	cepler	"pocket"
tarz	tarzlar	"type"
kap	kaplar	"recipient"
çek	çekler	"check"
saç	saçlar	"hair"

	NON-BACK		BACK	
HIGH	i	ü	ı	u
NON-HIGH	e	ö	a	o
	NON-ROUND	ROUND	NON-ROUND	ROUND

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1

Back to Morphological Typology

Nominative-accusative or ergative-absolutive?

- *Classical Arabic*

a. qaraʔa   ʔal-walad-**u** ʔal-kita:b-**a**

  read.3sgmas the-boy-**CM** the-book-**CM**

   "The boy read the book."

b. na:ma   ʔal-walad-**u**

  slept.3sgmas the-boy-**CM**

   "The boy slept."

Nominative-accusative or ergative-absolutive?

- *Yup'ik Eskimo*

a. Doris-**aq**   ayallrruuq

  Doris-**CM**   traveled

  "Doris traveled."

b. Tom-**am**   Doris-**aq** cingallrua

  Tom-**CM**   Doris-**CM** greeted

  "Tom greeted Doris."

But it gets interesting

- Some languages have a "split" system, acting nominative-accusative in some contexts, and ergative-absolutive in others.
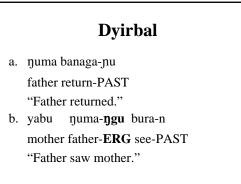
Split case and agreement systems

- The "split" may be based on the
  - (a) **type of intransitive predicate** in the sentence (as in Eastern Pomo),
  - (b) **tense and aspect** (as in Georgian), or
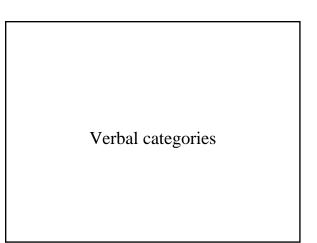 - (c) whether the subject is a **noun or a pronoun** (as in Dyirbal).

Eastern Pomo

Há: mí:pal sá:ka 1sg him killed "I killed him."	Xá:su:là **wí** ko:khóya rattlesnake 1sg bit "A rattlesnake bit me."
Há: xá:qkákki 1sg bathe "I bathed.	**Wí** qa:láma 1sg sick "I got sick."

Georgian

Student-**i** midis student-**CM** goes "The student goes."	Student-**i** ceril-**s** cers student-**CM** letter-**CM** writes "The student writes the letter."
Student-**i** mivida student-**CM** went "The student went."	Student-**ma** ceril-**i** dacera student-**CM** letter-**CM** wrote "The student wrote the letter."

Dyirbal

a. ŋuma banaga-ɲu

   father return-PAST

   "Father returned."

b. yabu   ŋuma-**ŋgu** bura-n

   mother father-**ERG** see-PAST

   "Father saw mother."

Dyirbal

ŋana banaga-ɲu 1pl return-PAST "We returned."	ŋura banaga-ɲu 2pl return-PAST "You returned."
ŋura ŋana-**na** bura-n 2pl 1pl-**CM** see-PAST "You saw us."	ŋana ŋura-**na** bura-n 1pl 2pl-**CM** see-PAST "We saw you."

Verbal categories

Tense

- Tense can be defined as a relation of event time to speech time.
- The main distinctions are between past and non-past, or future and non-future, though some languages will have finer-grained distinctions within "past" or "future".

Tense

- English:
    - a. I work$_\emptyset$.   (present)
    - b. I work***ed***.   (past)
    - c. I ***will*** work.   (future)
- Lithuanian:
    - a. dirb-***u***   "I work"
    - b. dirb-***au***   "I worked"
    - c. dirb-***siu***   "I will work"

Tense

- Some languages do not mark tense on the verb. Rather they use time expressions and modality markers for that. Burmese is an example:
  a. sãneineì-taìñ   myeʔ hpyaʔ-te

  Saturday-every grass cut-REAL

  "He cuts the grass every Saturday."

Tense

  b. da-caúñmoú mã-la-te

  that-because not-come-REAL

  "because of that they didn't come."

  c. mãneʔhpañ sá-me

  tomorrow   begin-IRR

  "We will begin tomorrow."

Tense

- Chibemba (Bantu) changes the verb to indicate if the event took place before yesterday, yesterday, earlier today, or if it just happened. And it has a similarly fine-grained scale for future as well:

Chibemba past tense system

a. Remote past (before yesterday):
   Ba-àlí-bomb-ele "they worked"
b. Removed past (yesterday):
   Ba-àlíí-bomba "they worked"
c. Near past (earlier today):
   Ba-àcí-bomba "they worked"
d. Immediate past (just happened) :
   Ba-á-bomba "they worked"

Chibemba future tense system

a. Immediate future (very soon):
   Ba-áláá-bomba "they"ll work"
b. Near future (later today):
   Ba-léé-bomba "they"ll work"
c. Removed future (tomorrow):
   Ba-kà-bomba "they"ll work"
d. Remote future (after tomorrow):
   Ba-ká-bomba "they"ll work"

Aspect

- Aspect has to do with the internal temporal structure of an event, e.g., whether it temporally bounded or not.
  Perfective aspect: "He wrote three letters."
  Imperfective (= habitual) aspect: "He writes letters."
  Progressive aspect: "He is writing letters."

Aspect

- Some languages like Russian express aspect by means of verbal affixes:

Ja čitál	"I was reading"
Ja **pro**čitál	"I (did) read"

- Other languages like Finnish use case-marking (accusative vs. partitive) to signal aspect:

Hän luki kirj**an**$_{ACC}$	"He read the book"
Hän luki kirja**a**$_{PART}$	'He was reading the book'.

Mood

- Mood is a grammatical category through which speakers of a language can indicate whether they believe that an event or a state actually occurs, does not occur, or had the potential to occur.

Mood

- *Indicative* mood asserts the truth of a proposition, e.g., "It is raining."
- *Subjunctive* mood typically indicates an attitude of uncertainty on the part of the speaker or a hypothetical situation, e.g., "It is essential that it rain."
- Commands are said to be in the *imperative* mood.

Modality

- Modality has to do with obligation/desire (deontic), or with degrees of possibility (epistemic) regarding an event.

  John must come tomorrow.

  We really should go now.

  vs.

  John must have left the door open.

  My guess is that it should rain tomorrow.

Evidentials

- Some languages indicate epistemic modality by means of morphological markers, called *evidentials*, e.g., Tuyuca (Brazil and Colombia):

  a. díga apé-*wi*

      soccer play-VISUAL

      "He played soccer (I saw him)."

Evidentials

b. díga apé-*ti*

    soccer play-NON-VISUAL

  "He played soccer (I heard him playing)."

c. díga apé-*yi*

    soccer play-APPARENT

  "He played soccer (I have evidence but I didn't actually witness the game in any way)."

Evidentials

d. díga apé-*yigi*

soccer play-SECONDHAND

"He played soccer (Someone told me)."

e. díga apé-*hiyi*

soccer play-ASSUMED

"He played soccer (It seems reasonable that he did)."

Next class agenda

- Syntax: Chapter 5 of the textbook.
- Also have a look at Chapter 5 from the O'Grady's book, which is on reserve. It presents syntax in the same way that we will do here.