

Week 7

- Case and agreement
 - Patterns: nominative/accusative, ergative/absolutive, non-finite clauses, Burzio's generalization
 - Analysis: [Case:...] features, Agree

Next:

- The English auxiliary system
- Head-movement and syntactic variation

Survey:

- One word: fun 3, rewarding 2, challenging, enlightening, hard, insightful, intense, mathematical, puzzling, rigorous, difficult, hustleworthy, inspiring, intriguing, scientific
- same format 9, same but shorter Fridays 5
- office hour times, forum
- my requests: video, questions



Essay

The importance of stupidity in scientific research

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Test 1:

- Average: 10/15
- “Explain how,” “why” / not show

	<u>Nominative/accusative:</u>	<u>Ergative/absolute:</u>
<i>transitives:</i>	(subj) obj	subj (obj)
<i>intransitives:</i>	(subj)	(subj)

Exercise: For each set of data, identify the type of case or agreement pattern observed:

(1) **Tongan (Austronesian: Oceanic):** (Churchward 1953 in Dixon 1994: 41–42)

a. na'e lea ['a Tolu].
PAST speak 'A Tolu
'Tolu spoke'

b. na'e lea ['a e talavou].
PAST speak 'A the youth
'The youth spoke.'

c. na'e tmate'i ['a e talavou] ['e Tolu].
PAST kill 'A the youth 'E Tolu
'Tolu killed the youth.'

d. na'e tmate'i ['a Tolu] ['e he talavou].
PAST kill 'A Tolu 'E the youth
'The youth killed Tolu.'

What is the distribution of 'a vs 'e case markers? What alignment is this? (Difficulty: 1/3)

(2) **Abaza (Northwest Caucasian):** (Allen 1956 in Dixon 1994: 43)

a. *d-ád*

'He/she's gone.'

b. *h-ád*

'We've gone.'

c. *h-l-bád*

'She saw us.'

d. *h-y-bád*

'He saw us.'

e. *d-h-bád*

'We saw him/her.'

Abaza verbs show agreement prefix(es). What does each form (*d-* vs *h-* etc.) encode? What is the alignment of this agreement system? (Difficulty: 3/3)

(3) **Albanian (Indo-European):**

a. Vajza vjen.
the.girl(f) come.3s
'The girl comes.'

b. Shoku vjen.
the.friend(m) come.3s
'The friend(m) comes.'

c. Vajza çon shoku-n.
the.girl(f) take.3s the.friend(m)
'The girl takes the friend(m).'

d. Shoku çon vajzë-n.
the.friend(m) take.3s the.girl(f)
'The friend(m) takes the girl.'

What is the distribution of the *-n* case marker? (Difficulty: 1/3)

(4) **Hindi (Indo-Aryan):** (Mahajan 1990, 1991 in Woolford 2000)

- a. Raam baazaar gayaa.
Ram(MASC) market go[PAST,MASC,SG]
'Ram went to the market.'
- b. Raam-ne roTii khaayii thii.
Ram(MASC)-NE bread(FEM) eat[PERF,FEM] be[PAST,FEM]
'Ram had eaten bread.'
- c. Siitaa kelaa khaatii thii.
Sita(FEM) banana(MASC) eat[IMP,FEM] be[PAST,FEM]
'Sita (habitually) ate bananas.'
- d. Siitaa-ne laRkii-ko dekhaa.
Sita(FEM)-NE girl-DAT see[PERF,MASC,SG]
'Sita saw the girl.'
- e. kuttoN-ne bhoNkaa.
dogs-NE barked[MASC,SG]
'The dogs barked.'

Take the distribution of the *-ne* case marker as a given. Then, give a generalization for what agreement is expressed on the verb. (Difficulty: 3/3)

(5) **Nez Perce (Penutian):** (Deal, 2010)

- a. mine hiiwes pit'iin?
where is girl
'Where is the girl?' (intransitive)
- b. pit'iin-im paa'yaχna picpic-ne.
girl found cat
'The girl found a cat.'
- c. 'aayat-om paa'yaχna pit'iin-ine.
woman found girl
'The woman found the girl.'

What is the distribution of the *-im/om*, *-(i)ne* case markers? (Difficulty: 1/3)

Systems like Nez Perce are called _____.

(6) **Swahili:**

a. Sisi tu-li-anguka.

'We fell down.'

b. Ninyi m-li-anguka.

'You all fell down.'

c. Ninyi m-li-tu-ona.

'You all saw us.'

d. Sisi tu-li-wa-ona.

'We saw you all.'

Swahili verbs show agreement prefix(es). (There is also a past tense prefix in here, *li-*.) What does each form (*tu-* vs *m-* etc.) encode? What is the alignment of this agreement system? (Difficulty: 3/3)

Extra exercise: Derive the following sentences. Which little *v* will you use?

(7) Sarah has eaten salad.

(8) Nick has arrived.

(9) The water has frozen.

(10) We were arrested.

(We will derive the correct tense and verb forms later.)