

---

# analytical methods in morphology and syntax

## assignment #6: grammatical relations

Due Friday, August 1<sup>st</sup>, in class.

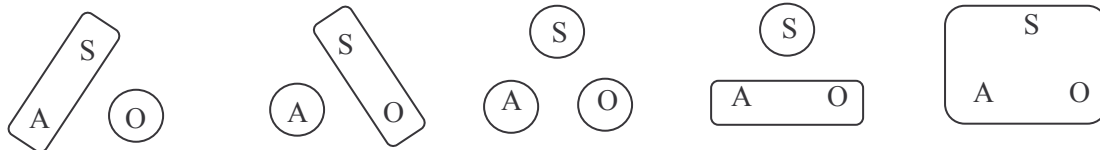
Name: \_\_\_\_\_

---

### exercise 0: midterm questions (10 points)

Please write two short-answer or “fill-in-the-blank” questions for the final quiz relating to the material for this week. Please do not submit multiple choice or true/false questions. The answers to your questions should come from the text or class discussions, and should not involve any problem solving of the sort required in the written assignments. Don't forget to provide the correct answer to your question. Two sample questions follow – please do not submit a question that resembles either of these. They are provided just to give you an idea of the *kind* of question that is needed. Full credit will be given for good questions that meet all of these criteria, whether or not we actually use them on the quiz.

Sample question #1: Diagram each of the five logically possible systems for organizing grammatical relations, assuming S, A and O as the basic terms.



Sample question #2: Identify which two of the above five systems are the most common, and explain why they are so common. Give the traditional name for each of the two common systems.

The first two systems are the most common. The first one is a nominative/accusative system and the second one is an ergative/absolutive system. They are the most common because they make the important distinction between A and O, but don't bother to make one of the unimportant distinctions between A or O and S. The others are either overly complicated (system 3), not explicit enough (system 5) or both (system 4).

---

## **exercise 6.1: Iraqi Arabic (10 points)**

*Data from Cowan and Rakušan (1998:100). Problem adapted by Tom Payne*

Note for 2003: This problem contains one sentence (#6) that does not appear in the version in your book. If you need more copies, check the course website at <http://www.oregonsil.org/Morphology/>.

- |     |                          |                               |
|-----|--------------------------|-------------------------------|
| (1) | ilwalad yiṣuuf ilbeet    | 'The boy sees the house.'     |
| (2) | ilwalad yiḥibb ilbinit   | 'The boy loves the girl.'     |
| (3) | ilwalad yiktib ilmaktuub | 'The boy writes the letter.'  |
| (4) | ilbinit tiṣuuf ilwalad   | 'The girl sees the boy.'      |
| (5) | ilbinit tiktib iddaris.  | 'The girl writes the lesson.' |
| (6) | ilwalad yigi.            | 'The boy is coming.'          |
- A. How would you say: 'The girl loves the boy' in Iraqi Arabic?

B. Describe the system for organizing grammatical relations in Iraqi Arabic. What kind of system is manifested here? Be sure to include all structural features that express grammatical relations.

---

## exercise 6.4: Swahili, Safi Dialect, part I (20 points)

David Perlmutter, Mary Rhodes and Paul Thomas

Note: Underlined pronouns in the English translations indicate contrastive emphasis (ex. 9, 10 and 11). Un-underlined pronouns indicate no special emphasis (ex. 12, 13).

- |                           |                               |
|---------------------------|-------------------------------|
| 1. mtoto alipoteka        | 'The child got lost.'         |
| 2. kitabu kilipoteka      | 'The book got lost.'          |
| 3. watoto walipoteka      | 'The children got lost.'      |
| 4. vitabu vilipoteka      | 'The books got lost.'         |
| 5. mtoto aliona kisu      | 'The child saw a knife.'      |
| 6. mtoto anaona kisu      | 'The child sees a knife.'     |
| 7. mtoto aliona vitabu    | 'The child saw books.'        |
| 8. watoto walileta vitabu | 'The children brought books.' |
| 9. wewe ulileta kitabu    | ' <u>You</u> brought a book.' |
| 10. mimi ninataka vitabu  | ' <u>I</u> want books.'       |
| 11. sisi tulipoteka       | ' <u>We</u> got lost.'        |
| 12. nilipoteka            | 'I got lost.'                 |
| 13. aliona visu           | 'He saw knives.'              |

The use of verb prefixes other than the ones given would be ungrammatical, for example:

14. a. \*mtoto kilipoteka ('The child got lost.')
- b. \*mtoto walipoteka
- etc.

The use of no prefix at all would also be ungrammatical.

Task: Give a position class diagram of the verb based on these data. In the diagram, list and gloss all morphemes.

---

## exercise 6.5: Swahili, Safi Dialect, part 2 (20 points)

David Perlmutter, Mary Rhodes and Paul Thomas

(This is a continuation of the previous exercise. In answering the questions below, be sure to keep the data in exercise 6.4 in mind.)

15. mtoto alimwona mganga	'The child saw the doctor.'
16. mtoto aliwaona wanyama	'The child saw the animals.'
17. watoto wanakitaka kitabu	'The children want the book.'
18. mtoto anavitaka vitabu	'The child wants the books.'
19. mimi niliwaona wao	' <u>I</u> saw them.'
20. yeye aliniona mimi	' <u>He</u> saw me.'
21. mgeni alivileta visu	'The visitor brought the knives.'
22. watoto wanakipenda kitabu	'The children like the book.'
23. watoto waliwupenda wewe	'The children liked you.'
24. watoto waliwapenda waganga	
25. mganga anamleta mtoto	
26.	'The visitors brought the knives.'
27.	' <u>I</u> like the child.'
28.	'The visitors like the children.'
29.	'I like books.'
30.	'They see knives.'

A. Fill in the English for examples 24 and 25 and the Swahili for 26-30.

B. Revise the position class diagram that you made for exercise 6.4 to incorporate these data.

C. State any morphophonemic rules that apply.

D. What system is used for organizing grammatical relations in these data?

---

## exercise 6.12: Kurmanji Kurdish (30 points)

by Nick Bailey

The Kurdish people number at least 25 million. Kurdish is an important member of the Iranian branch of the Indo-European language family. The dialect known as Kurmanji Kurdish is spoken by about 12-15 million people living in Turkey, Iran, Iraq, Syria and the former USSR. This variety is normally written in Cyrillic script (like Russian), but is presented here in a modified Latin script:

1. ez diçim	'I am going'	17. Gulistan wî dikişîne	'Gulistan is pulling him'
2. tu diçî	'you (sg.) are going'	18. Gulistan wê dikişîne	'Gulistan is pulling her'
3. ew diçe	'he/she/it is going'	19. Gulistan wan dikişîne	'Gulistan is pulling them'
4. ew diçin	'they are going'	20. min Gulistan kişand	'I pulled Gulistan'
5. Gulistan diçe	'Gulistan is going'	21. te Gulistan kişand	'you (sg.) pulled Gulistan'
6. ez çûm	'I went'	22. wî Gulistan kişand	'he pulled Gulistan'
7. tu çûyî	'you (sg.) went'	23. wê Gulistan kişand	'she pulled Gulistan'
8. ew çû	'he/she/it went'	24. wan Gulistan kişand	'they pulled Gulistan'
9. ew çûn	'they went'	25. min Gulistan kişand	'I pulled Gulistan'
10. Gulistan çû	'Gulistan went'	26. min ew kişand	'I pulled him/her/it'
11. ez Gulistanê dikişînim	'I am pulling Gulistan'	27. min ew kişandin	'I pulled them'
12. tu Gulistanê dikişînî	'you (sg.) are pulling Gulistan'	28. min tu kişandî	'I pulled you (sg.)'
13. ew Gulistanê dikişîne	'he/she/it is pulling Gulistan'	29. te ez kişandim	'you (sg.) pulled me'
14. ew Gulistanê dikişînin	'they are pulling Gulistan'	30. min ew kişand	'I pulled him/her/it'
15. Gulistan min dikişîne	'Gulistan is pulling me'	31. te ew kişandin	'you pulled them'
16. Gulistan te dikişîne	'Gulistan is pulling you (sg.)'	32. Gulistanê ez kişandim	'Gulistan pulled me.'

A. What structural features distinguish grammatical relations in Kurdish?

B. What kind of system does Kurmanji Kurdish use to organize grammatical relations? Please provide charts of all the relevant forms (a separate sheet of paper will be necessary for this part of the exercise).

---

## **extra credit: exercise 6.13: Samoan II (up to 5 extra credit points)**

by Olga Uryupina, modified by Tom Payne

The Samoan language is spoken by 38,700 people in American Samoa and 153,000 in Western Samoa, an independent country. About 162,000 more Samoan speakers live in New Zealand, Hawaii, Fiji and on the West Coast of mainland USA. Samoan is a Polynesian language. Other than Indo-European, the Malayo-Polynesian language family is the most widespread on earth, extending from Easter Island (part of Chile) in the East, all the way to Madagascar off the coast of Africa in the West. Then from Aotearoa (New Zealand) in the south to Hawaii. This is because the ancient Malayo-Polynesians were great ocean sailors. They were masters of the tides, winds and currents, and evidence of their travels can be found throughout the Pacific region. The word *Polynesian* means “many islands.”

Here are some Samoan sentences and their translations into English:

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1. 'Ua lafi le pua'a.           | 'The pig hid.'                     |
| 2. 'Ua tutuli e tagata maile.   | 'The people chased away the dogs.' |
| 3. 'Ua pupu'e e le pusi 'isumu. | 'The cat caught the mice.'         |
| 4. 'Ua pu'e e le tama le pusi.  | 'The boy caught the cat.'          |
| 5. 'Ua fefefe teine.            | 'The girls got scared.'            |
| 6. 'Ua fasi e tama le 'isumu.   | 'The boys killed the mouse.'       |

A. Translate from Samoan into English:

'Ua fefe le pusi.

'Ua tuli e 'isumu le pusi.

B. Translate from English into Samoan:

'The boys hid.'

'The mice caught the dog.'

'The girl killed the pigs.'

C. What system or systems does Samoan employ for organizing grammatical relations? Give your evidence.