
analytical methods in morphology and syntax

assignment #7: voice and valence

Due Tuesday, August 12th, 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: What are the functional and formal properties of prototypical passive constructions?

Functional properties: A passive construction downplays or removes a controller from the discourse scene, and upgrades an affected participant to “center-stage” position.

Formal properties: The A is omitted or becomes an Oblique. The O becomes an S. The verb is detransitivized.

Sample question #2: Give an example of a) a lexical causative, b) a lexical reciprocal, and c) an analytic middle construction from a language you know well.

- a. Lexical causative: “raise” (causative of “rise”)
- b. Lexical reciprocal: “The Duke and Lucretia embraced.”
- c. Analytic middle: “This guck digests easily.”

exercise 7.2: Yagua #1 (15 points)

Tom Payne

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|-----------------|---|
| a. Sarúúy. | 'She shouts.' |
| b. Riryúúy. | 'They (3 or more) shout.' |
| c. Naadarúúy. | 'They (2) shout.' |
| d. Sasuutaríy. | 'She washes them (3 or more).' |
| e. Sasuutára. | 'She washes it.' |
| f. Richuutaníí. | 'They (3 or more) wash her.' |
| g. Sasuutaníí. | 'She washes her.' |
| h. Sasuutáyu. | 'She washes herself.' |
| i. Richuutáyu. | 'They wash each other.'
or 'They wash themselves.' |

A. Describe the system for organizing grammatical relations that is exhibited in these data. Give evidence.

B. What is the function or are the functions of *-yu* in Yagua? Again, give evidence for your claims.

C. State all morphophonemic rules that apply in these data.

exercise 7.7: Samoan III (20 points)

Langacker (1972)

1. E fa'a pa'u e faife'au le niu. 'A missionary fells the coconut palm.'
2. 'Ua pu'e e le fafine le pusi. 'The woman caught the cat.'
3. E fa'a papa'u e le faife'au niu. 'The woman fells the coconut palms.'
4. E pu'e upega Siasosi. 'The nets catch George.'
5. 'Ua pa'u le pusi. 'The cat fell.'
6. 'Ua papa'u faife'au 'The missionaries fell.'
7. 'Ua pu'e le upega le faife'au. 'The net caught the missionary.'
8. E pa'u le upega.
9. 'Ua fa'a pa'u e Malia le la'au. 'Mary felled the tree.'
10. 'Ua pu'e e Siasosi le pusi i le upega. 'George caught the cat with the net.'
11. 'Ua fa'a pu'e e Malia le pusi le upega. 'Mary caught the cat with the net.'
12. E pu'e e le faife'au le pusi i upega.

A. Fill in the probable English translations for #8 and #12.

B. What valence-increasing construction or constructions do you see operating in these data? Give all the evidence for your claims (credit will not be given unless adequate evidence is provided).

exercise 7.14: Samoan IV (20 points)

You will need to do exercise 7.7 before you attempt this exercise. The solution to this exercise builds on the solution to 7.7:

1. e sogi e le tama le ufi i le to'i 'The boy cuts the yam with the axe.'
2. e sogi e le teine le ufi 'The girl cuts the yam.'
3. e pa'u le to'i 'The axe falls.'
4. e fa'a pa'u e le tama le to'i 'The boy drops the axe.'
5. e pa'u le tama 'The boy falls.'
6. e malamalama le teine 'The girl knows.'
7. e malamalama e le teine le uiga 'The girl learns the meaning.'
8. e malamalama le teine i le uiga 'The girl knows the meaning.'
9. e mana'o e le tama le to'i 'The boy covets the axe.'
(i.e. he wants it badly enough that he might steal it).
10. e mana'o le tama i le to'i 'The boy wants the axe.'
(he would like to have it, but not very intensely).
11. *e fa'a pa'u le tama i le to'i.

A. What grammatical relations and semantic roles do each of the following case markers code?

Grammatical Relation(s)

Semantic Role(s)

e :

i :

0 (zero):

B. What valence-increasing construction or constructions do we see functioning in these data? Give the evidence, with example numbers.

C. What valence-decreasing construction or constructions do we see functioning in these data? Give the evidence, with example numbers.

D. Why do you think 11 is unacceptable?

exercise 7.12: Chi-Mwi:ni (25 points)

- | | |
|---|---|
| 1. čibu:ku čibe:le | 'The book is lost.' |
| 2. Hamadi mbe:le | 'Hamadi is lost.' |
| 3. wa:na wačibozele čibu:ku | 'The children stole the book' |
| 4. wa:na wačibozele čibu:ku na Hamadi | 'The children stole the book for Hamadi' |
| 5. wa:na wambozelile Hamadi čibu:ku | 'The children stole a book for Hamadi' |
| 6. čibu:ku čibozela na wa:na | 'The book was stolen by the children.' |
| 7. čibu:ku čibozela na wa:na na Hamadi | 'The book was stolen by the children for Hamadi.' |
| 8. Hamadi mbozelila čibuku na wa:na | 'Hamadi was stolen the book for by the children.' |
| 9. nisomele čibu:ku | 'I read a book.' |
| 10. čibu:ku čisomela na mi | 'The book was read by me.' |
| 11. Nu:ru nsomele čibu:ku | 'Nuru read a book.' |
| 12. Nu:ru nčisomele čibu:ku | 'Nuru read the book.' |
| 13. wake wamwošeze mwa:na | 'The women (PL) washed the child.' |
| 14. wamwošeze | 'They washed him/her.' |
| 15. wošeze kuja | 'They washed food.' |
| 16. wašošeze kuja | 'They washed the food.' |
| 17. wamwošeze Ja:ma | 'They washed Jama.' |
| 18. nipele kuja na Ja:ma | 'I gave food to Jama.' |
| 19. nipele Ja:ma kuja | 'I gave Jama food.' |
| 20. *nišpele Ja:ma kuja
*ničipele Ja:ma kuja | |
| 21. Ja:ma mpela kuja na mi | 'Jama was given food by me.' |

22. *kuja špela Ja:ma na mi
*kuja čipela Ja:ma na mi

23. Hamadi mpišile kuja 'Hamadi cooked food.'

24. Hamadi mwapišilile wa:na kuja. 'Hamadi cooked food for the children.'

25. Hamadi ŋčipišile kuja

26. kuja špišila na Hamadi 'Food was cooked by Hamadi.'

27. *Hamadi špišilile wa:na kuja

28. wa:na wapišilila kuja na Hamadi

A. Fill in the missing translations for clauses 25 and 28.

B. What are the grammatical properties of Subjects in Chi-mwi:ni? Of Objects?

C. Describe why clause 27 is ungrammatical.

D. Write rules to describe any morphophonemic variation you see in the verb prefixes and suffixes.

E. There are three verb suffixes in these data. Identify each suffix, and describe its function. Give the evidence for your claims.

extra credit – exercise 7.16: Maasai

Doris Payne and Leonard Kotikash

Maasai is a language spoken by about 400,000 people in East Africa, mostly in Kenya and Tanzania.

The following are some clauses in Maasai, and the English translations in random order. Indicate which translation goes with each Maasai clause by placing the letter of the correct translation in the space provided:

- | | |
|------------------------------------|---|
| 1. éósh ɔlmurání ɔlásurâi _____ | A. 'The warrior cuts me.' |
| 2. áadól ɔlásurái _____ | B. 'The warrior dances (before war).' |
| 3. éló ɔlásurái _____ | C. 'The warrior cuts the tree for me.' |
| 4. áaósh ɔlmurání _____ | D. 'The warrior cuts it.' |
| 5. ídól ɔlmurání _____ | E. 'You go.' |
| 6. íóshokí ɔlmurání ɔlásurâi _____ | F. The warrior goes. |
| 7. ádúyokí ɔlmurání ɔlcetá _____ | G. The snake goes. |
| 8. ádúy ɔlcetá _____ | H. 'I cut the tree for the warrior.' |
| 9. áaduɔyokí ɔlmurání ɔlcetá _____ | I. 'The warrior hits me.' |
| 10. áadúy ɔlmurání _____ | J. 'You see the warrior.' |
| 11. édúy ɔlmurání _____ | K. 'The warrior hits the snake.' |
| 12. éípak ɔlmurání _____ | L. 'The snake sees me.' |
| 13. éló ɔlmurání _____ | M. 'You hit the snake for the warrior.' |
| 14. áípák _____ | N. 'I cut the tree.' |
| 15. íló _____ | O. 'I dance (before war).' |

A. How are grammatical relations expressed in Maasai? Give the evidence for all your claims.

B. What is a good gloss for the morpheme –okí?