

The background of the slide is a black field filled with a dense, overlapping pattern of various blue script characters. These characters include Latin letters, Greek letters, and symbols from different alphabets, creating a complex and visually busy texture. The main title is centered in white, bold, sans-serif font.

# LINGUISTICS 183

## WEEK 3

# Wenedyk by Jan van Steenberg

| Pres. | "love"  | "hurt"  | "sell"    | "open"   |
|-------|---------|---------|-----------|----------|
| 1SG   | jemu    | dole    | więdu     | oprze    |
| 2SG   | jemasz  | dolesz  | więdziesz | oprzesz  |
| 3SG   | jema    | dole    | więdzie   | oprze    |
| 1PL   | jemamy  | dolemy  | więdźmy   | oprzemy  |
| 2PL   | jemacie | dolecie | więdźcie  | oprzecie |
| 3PL   | jemą    | doleą   | więdą     | oprzę    |

# Wenedyk by Jan van Steenbergen

| Pres. | “love”   | “hurt”   | “sell”     | “open”   |
|-------|----------|----------|------------|----------|
| 1SG   | jɛmu     | dɔlɛ     | viendu     | ɔpʒɛ     |
| 2SG   | jɛmaf    | dɔlɛf    | viendziɛf  | ɔpʒɛf    |
| 3SG   | jɛma     | dɔlɛ     | viendziɛ   | ɔpʒɛ     |
| 1PL   | jɛmamɪ   | dɔlɛmɪ   | viendʒmɪ   | ɔpʒɛmɪ   |
| 2PL   | jɛmatsiɛ | dɔlɛtsiɛ | viendʒtsiɛ | ɔpʒɛtsiɛ |
| 3PL   | jɛmɔ̃    | dɔlɛ̃    | viendɔ̃    | ɔpʒɛ̃    |

# NEW ARROWS



→ or ← = becomes, goes  
to

> or < = comes from,  
derives from

# VERBAL MORPHOLOGY

**Predicate: The part that  
says something about  
whatever the thing's about.**

My brother is fictitious.

The fish swam away.

The boy is on the ceiling.

My mom is a principal.

My brother is very.  
The fish away.  
The boy on the ceiling.  
My mom a principal.

Verbal Predicates  
Nominal Predicates  
Adjectival Predicates  
Locative Predicates

Nominal Predicate: Some  
noun is some other noun.

**My cat is a champion.**





# Option 1: Full Copula

Like English, Spanish,  
French, etc.

# Option 1: Full Copula

Soy profesor.

Serás profesor.

Era profesor.

# Option 2: Half Copula

Like Russian, Arabic, etc.

# Option 2: Half Copula

hija tʰaxliba.

ɔna student.

“She is a student”

## Option 2: Half Copula

hija ka:nat tʰa:liba.

ɔna bi:la studjɛnt.

“She was a student”



# Option 3: Particle

Like Hausa, Beja, etc.

# Option 3: Particle

## Hausa

M/P Copula: néː/nèː

F Copula: tʃéː/tʃèː



Option 3: Particle  
Grade I: gámà:  
Grade IV: gámè:  
Grade V: gámár  
Grade VI: gámó:  
Grade VII: gàmú

Adjectival Predicate: Some  
noun is some adjective.

My cat is a pretty.



# Option 1: Full Copula

Again, like English, Spanish,  
French, etc.

# Option 1: Full Copula

Tu es belle.

Tu étais belle.

Tu seras belle.

# Option 2: Half Copula

Like Russian, Arabic, etc.

# Option 2: Half Copula

hija zamila.

ona krasiva.

“She is beautiful.”



# Option 2: Half Copula

hija ka:nat zamila.

ona bila krasiva.

“She was a student”

# Option 2: Half Copula

krasivaja student  
“the beautiful student”

# Option 3: Full Predicate

Like Hawaiian, Tahitian, etc.

# Option 3: Full Predicate

ka wahine nani  
/the woman pretty/  
“pretty woman”

# Option 3: Full Predicate

Ke nani nei ka wahine.

/PRES pretty now the woman/

“The woman is pretty.”

# Option 3: Full Predicate

Ua nani ka wahine.

/PERF pretty the woman/

“The woman was pretty.”

# Option 3: Full Predicate

Ua paʻani nani ka wahine.

/PERF play pretty the woman/

“The woman played prettily.”

# Option 3: Full Predicate

Anha remekak.

“I sleep.”



# Option 3: Full Predicate

Anha layafak.  
“I am happy.”

# Option 3: Full Predicate

Modifying Adjectives  $\approx$   
Participles

Locative Predicate: Some  
noun is in some location.

My cat is in a bag.



# Option 1: Full Copula

Like English, German, etc.

# Option 1: Full Copula

The cat is in the bag.

The cat was in the bag.

The cat will be in the bag.

# Option 2: Half Copula

Like Russian, Arabic, etc.



## Option 2: Half Copula

hija ʔala attʔa:wila.

ona na stolje.

“She is on the table.”

## Option 2: Half Copula

hija ka:nat ʔala att<sup>ʔ</sup>a:wila.

ona bila na stolje.

“She was on the table.”

# Option 3: Locative Copula

Like Spanish, Jamaican  
Patois, etc.

# Option 3: Locative Copula

El gato está en la mesa.

\*El gato es en la mesa.

# Option 3: Locative Copula

El gato está bonito.

El gato es bonito.

# EVOLVING COPULAE

Full/half copulæ almost  
always basic.

ser, être, etc. > \*s



For languages that make a past/non-past split, often common to have two different copular roots: One for each tense.

Particles usually come from pronouns or demonstratives.

This is where gendered particles come from (e.g. *neɣ/tʃeɣ* from Hausa).

Stative verbs often don't participate in the full gamut of verbal morphology.

Japanese  
watafi wa tabemasu.  
“I eat.”  
watafi wa tabete iru.  
“I am eating.”

watafi wa taberw koto ga  
dekimasu.

“I can eat.”

\*watafi wa taberw koto ga  
dekite iru.

“??I am being able to eat.”

Locative copulæ almost always evolve from a verb of positioning, e.g. “stand”, “sit”, “lie”, “stay”, “wait”, etc.

estar ~ estando ~ estado  
estado “state”  
> \*sta “to stand”



Also locative adverbs, e.g.  
“there”, “here”.

A black and white photograph of Bob Marley performing on stage. He is shown in profile, facing left, with his mouth open as if singing. He has his signature dreadlocks and a beard. He is wearing a light-colored, long-sleeved shirt. He is holding a vintage-style microphone with both hands. The background is dark and out of focus, suggesting a concert setting.

Yes, me friend, me friend  
Dem set me free again  
Yes, me friend, me friend  
Me de pon street again

“De” super common in  
English lexifier creoles as a  
locative copula.

As part of MA6, you'll need to figure out a strategy for nominal, locative, and adjectival predicates.

ACTUAL, REAL,  
NO FOOLIN'  
VERBS

# VERBAL AGREEMENT

Agreement: I am vs. you are  
vs. he is.

Verbs can agree with:  
Subjects/Agents  
Direct Objects/Patients  
Indirect Objects



In:  
Person  
Number  
Gender

Spanish: PER/NUM  
Swahili: PER/NUM/GEN  
English: PER/NUM + NUM

# Spanish

| Present | Singular | Plural   |
|---------|----------|----------|
| 1st     | llamo    | llamamos |
| 2nd     | llamas   | llamáis  |
| 3rd     | llama    | llaman   |

# Spanish

| Present | Singular | Plural |
|---------|----------|--------|
| 1st     | -o       | -amos  |
| 2nd     | -as      | -áis   |
| 3rd     | -a       | -an    |

# Early Modern English

| Present | Singular | Plural |
|---------|----------|--------|
| 1st     | am       | are    |
| 2nd     | art      | are    |
| 3rd     | is       | are    |

# Early Modern English

| Past | Singular | Plural |
|------|----------|--------|
| 1st  | was      | were   |
| 2nd  | was      | were   |
| 3rd  | was      | were   |

# Early Modern English

| Past   | Singular | Plural |
|--------|----------|--------|
| Person | was      | were   |

# Russian

| Present | Singular                               | Plural                                   |
|---------|--|--|
| 1st     | vstr <sup>i</sup> etfaju               | vstr <sup>i</sup> etfajem                |
| 2nd     | vstr <sup>i</sup> etfajeŋ <sup>i</sup> | vstr <sup>i</sup> etfajet <sup>i</sup> e |
| 3rd     | vstr <sup>i</sup> etfajet              | vstr <sup>i</sup> etfajut                |



# Russian

| Present | Singular                              | Plural                                |
|---------|---------------------------------------|---------------------------------------|
| Masc.   | vstr <sup>j</sup> et <sup>j</sup> il  | vstr <sup>j</sup> et <sup>j</sup> ili |
| Fem.    | vstr <sup>j</sup> et <sup>j</sup> ila |                                       |
| Neu.    | vstr <sup>j</sup> et <sup>j</sup> ilo |                                       |

ja vstr<sup>j</sup>etil(a) tvaju mat<sup>j</sup>.  
“I met your mother.”

# Swahili

| Nouns    | Singular    | Plural   |
|----------|-------------|----------|
| I/II     | m-, mw-     | wa-, w-  |
| III/IV   | m-          | mi-      |
| V/VI     | dzi-/∅, dz- | ma-      |
| VII/VIII | ki-, tj-    | vi-, vj- |
| IX/X     | n-          | n-       |
| XIV      | u-, w-/uw-  |          |

# Swahili

| Agree    | Subject | DO     | A-Tense   |
|----------|---------|--------|-----------|
| I/II     | a-/wa-  | m-/wa- | wa        |
| III/IV   | u-/i-   |        | wa-/ja-   |
| V/VI     | li-/ja- |        | la-/ja-   |
| VII/VIII | ki-/vi- |        | tja-/vja- |
| IX/X     | i-/zi-  |        | ja-/za-   |
| XIV      | u-      |        | wa-       |

alimpa daktari mtoto.  
/I-PST-I-give doctor child/  
“He gave a child to the  
doctor.”

kisu kilimpa daktari mtoto.  
/knife VII-PST-I-give doctor  
child/  
“The knife gave a child to  
the doctor.”

mtoto alikipa daktari kisu.  
/child I-PST-VII-give doctor  
knife/

“The child gave a knife to  
the doctor.”

mtoto alivipa daktari visu.  
/child I-PST-VIII-give doctor  
knives/

“The child gave the knives to  
the doctor.”



watoto walivipa daktari visu.  
/children II-PST-VIII-give  
doctor knives/  
“The children gave the  
knives to the doctor.”

mtoto aliipa daktari ndege.  
/child I-PST-IX-give doctor  
plane/  
“The child gave a plane to  
the doctor.”

mtoto alizipa daktari ndege.  
/child I-PST-X-give doctor  
planes/  
“The child gave the planes  
to the doctor.”

visu vilizipa daktari ndege.  
/knives VIII-PST-X-give doctor  
planes/  
“The knives gave the planes  
to the doctor.”

# Georgian

| Subject | Singular | Plural       |
|---------|----------|--------------|
| 1st     | v-       | v-...-t      |
| 2nd     | h-/s-/∅  | h-/s-/∅...-t |
| 3rd     | -s/-a/-o | -(e/a)n/-es  |

# Georgian

| Object | Singular | Plural       |
|--------|----------|--------------|
| 1st    | m-       | gv-          |
| 2nd    | g-       | g-...-t      |
| 3rd    | h-/s-/∅  | h-/s-/∅...-t |

# Georgian

vts'er

“I write.”

# Georgian

ts'er

“you write.”



# Georgian

ts'ers

“s/he/it writes.”

# Georgian

mts'er

“You write to me.”

# Georgian

## mts'ers

“S/he/it writes to me.”

# Georgian

gts'ers

“S/he/it writes to you.”

# Georgian

gts'er

“I write to you.”

# Georgian

gts'ert

“I/S/He/It write(s) to you all.”

# PRO-DROP

Logic: If the marking on the verb is unambiguous, then you shouldn't need a pronoun.



Spanish  
(Yo) duermo.  
(Tú) duermes.  
(Él/Ella/Ud.) duerme.

English  
I sleep.  
You sleep.  
S/he/it sleeps.

But...  
Je dormirai.  
Tu dormiras.  
Il/Elle dormira.

Of course...

Je dors.

Tu dors.

Il/Elle dort.

Of course...

[ʒə dɔʊ]

[tʃ dɔʊ]

[il/ɛl dɔʊ]

But then...  
wataji wa tabemasu  
anata wa tabemasu  
kare wa tabemasu

Routine

tabemasu

tabemasu

tabemasu

alimpa daktari mtoto.  
“He gave a child to the  
doctor.”



alimpa daktari mtoto.

“He gave a child to the  
doctor.”

alimpa daktari.

“He gave {him/her/it} to the  
doctor.”

\*alipa daktari mtoto.  
“He gave a child to the  
doctor.”

alikipa daktari kisu.  
“He gave a knife to the  
doctor.”

alikipa daktari.

“He gave {it/him/her} to the  
doctor.”

alipa daktari kisu.  
“He gave a knife to the  
doctor.”

alikipa daktari kisu.

“He DID give a knife to the  
doctor.”

# EVOLVING AGREEMENT



# Agreement → Pronouns or Generic Nouns

watoto walivipa daktari visu.  
/children II-PST-VIII-give  
doctor knives/  
“The children gave the  
knives to the doctor.”

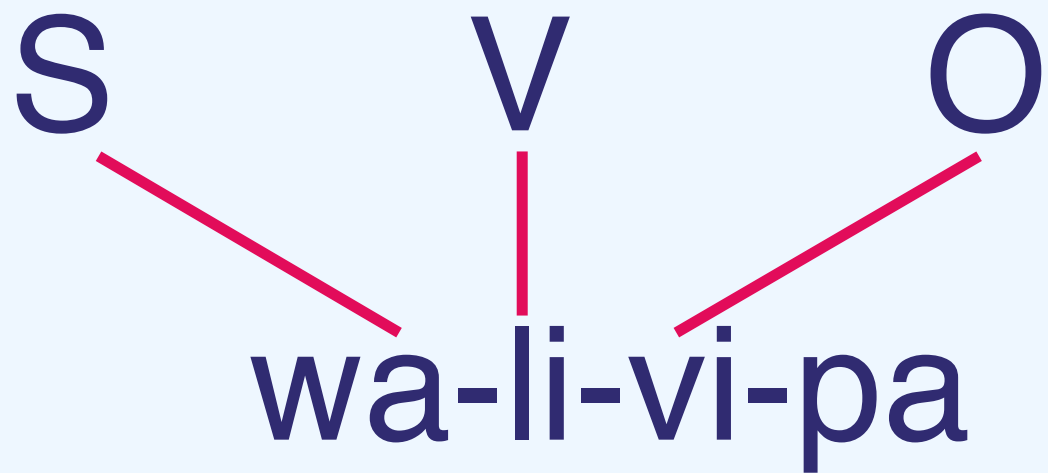
wa-toto wa-li-vi-pa vi-su

SBJ TENSE OBJ

wa-li-vi-pa



```
graph TD; SBJ --- wa; TENSE --- li; OBJ --- pa;
```



Ich habe ihn gesehen.  
/I have him seen/

Verb + Pronoun → Verb-Suf

Pronoun + Verb → Pref-Verb



# Agreement > Pronominal Possessors

Verb → Verbal Noun  
Verbal Noun + Poss. Pron.

Cf. I eat vs. my eating

That's one reason why you  
might get subject agreement  
more than sbj./obj.  
agreement.

Could also be a split (usually with 1st/2nd vs. 3rd). One may be old pronominal suffixes, other pronominal possessors.

Basic is always verb root +  
noun/pronoun. One of those  
can be your basic (e.g.  
English “we/they/you eat”).

No agreement always a  
possibility.

# Tonight

- (1) Find a sample sentence on John Q's site.
- (2) Agreement pattern with no change for at least two paradigm cells.