

Inflectional Systems II

Prof. Joseph Pentangelo

LING 350

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Last time...

- We discussed the nominal inflectional system, and how it includes features such as gender, number, and case.

LET YOUR VOICE BE HEARD



10 minutes set
aside for this now

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Inflectional systems

- We mentioned the **animacy hierarchy** last time. What is it?

A second typological dimension of number marking is that languages may differ as to which nouns are marked for number. A language may mark number on animate nouns only, or only on nouns that denote human beings. The cross-linguistic variation involved obeys the **Animacy Hierarchy** (Corbett 2000: 56):

(4) speaker > addressee > 3PERS > kin > human > animate > inanimate

1. The Animacy Hierarchy plays a role in the use of English personal pronouns. English distinguishes three genders for 3SG personal pronouns: *he*, *she*, *it* that can be used to refer to NPs. However, this threefold gender distinction is not maintained for all antecedent NPs of these pronouns. Where on the hierarchy is the cut-off point for the three-gender distinction?

Inflectional systems

Lithuanian has five different declensions for nouns. Nouns with a NOM.SG form in *-as*, *-is*, or *-ys* such as *vyras* "man", *brolis* "brother", and *arklys* "horse" belong to the first declension, and have the paradigms shown in the table.

What are the stem-forms of these three nouns?

	SINGULAR			PLURAL		
NOM	vyras	brolis	arklys	vychrai	broliachai	arkliachai
GEN	vychro	brolio	arklio	vychru	broliu	arkliu
DAT	vychrui	broliui	arkliui	vychrams	broliams	arkliams
ACC	vychra	broli	arkli	vychrus	brolius	arklius
INST	vychru	broliu	arkliu	vychrais	broliais	arkliais
LOC	vychre	brolyje	arklyje	vychruose	broliuose	arkliuose
VOC	vychre	broli	arkly	vychrai	broliachai	arkliachai

Source: Tekorienė 1990: 221; the *y* stands for [i:], and the cedille on vowel letters indicates length.

Verbal Inflectional Systems

- What is tense?
- What is aspect?
- What is mood?

Tense

What's past tense?

Present tense?

Future tense?

How is tense different from time?

What is *praesens historicum*?

Aspect

Perfective and imperfective are two types of grammatical aspect. What do they mean?

Telic and durative are two predicative aspects. What do they mean?

A *lexical aspect* is when a word is inherently telic

“John is reading the book”
grammatical aspect: imperfective
predicative aspect: telic

Verbal inflectional systems

- Mood

Mood describes the actuality of an event. For instance, a language may use morphology to distinguish between actual and non-actual events by having a **realis** and an **irrealis** mood. The indicative mood is typically the mood for realis, whereas subjunctive and imperative forms denote some sort of non-actuality. (p.137)

What is the indicative mood?

What is the subjunctive?

What is the imperative?

Does English mark these morphologically?

The past tense form of 'to be' is:

I was
you were
he/she/it was
we were
they were

But! We use were in the subjunctive.

If I were to win the lottery, I would buy a mansion.

I wish he were here to see it!

Inflectional systems

Compare the following Dutch sentence and its English gloss:

Morgen breng ik je het boek

tomorrow bring I you the book

“Tomorrow, I’ll bring you the book”

How might it be explained that the future tense which is expressed overtly in English does not receive overt marking in Dutch?

Verbal Inflectional Systems

- Verbs also often mark for person, number, and gender.

Italian *vedere* 'to see'
Present Tense

<i>Io</i>	<i>vedo</i>
<i>Tu</i>	<i>vedi</i>
<i>Lui, lei, Lei</i>	<i>vede</i>
<i>Noi</i>	<i>vediamo</i>
<i>Voi</i>	<i>vedete</i>
<i>Loro, Loro</i>	<i>vedono</i>

English *see*
Present Tense

I	see
You	see
He/she/it	sees
We	see
They	see

PATIENTS

AGENTS

	1SG	1DU	1PL	2SG	2DU	2PL	Ø	N	FZ.SG	M.SG	FI	FZ.DP	M.DP															
1SG				<i>kon-</i>			<i>k-</i>		<i>ri-</i>	<i>khe-</i>																		
1.EXCL.DU				<i>keni-</i>			<i>iakeni-</i>		<i>shakeni-</i>		<i>iakhi-</i>																	
1.EXCL.PL				<i>kwa-</i>				<i>iakwa-</i>		<i>shakwa-</i>																		
1.INCL.DU										<i>teni-</i>		<i>tshiteni-</i>		<i>iethi-</i>														
1.INCL.PL										<i>tewa-</i>		<i>tshitewa-</i>																
2SG	<i>sk-/tak-</i>	<i>skwa-/takwa-</i>											<i>s-</i>		<i>tsh-</i>		<i>she-</i>											
2DU	<i>skeni-/takeni-</i>												<i>seni-</i>		<i>tshiseni-</i>		<i>ietshi-</i>											
2PL	<i>sewa-</i>												<i>tshisewa-</i>															
Ø	<i>wak-</i>			<i>ionkeni-</i>		<i>ionkwa-</i>		<i>sa-</i>					<i>seni-</i>		<i>sewa-</i>		<i>ka-/w-</i>		<i>io-</i>		<i>ro-</i>		<i>iako-</i>		<i>ioti-</i>		<i>roti-</i>	
N																												
FZ.SG																												
M.SG	<i>rak-</i>	<i>shonkeni-</i>	<i>shonkwa-</i>	<i>ia-</i>	<i>tshiseni-</i>	<i>tshisewa-</i>	<i>ra-</i>		<i>shako-</i>																			
FI	<i>ionk-</i>			<i>ionkhi-</i>			<i>iesa-</i>		<i>ietshi-</i>			<i>ie-</i>		<i>konwa-</i>		<i>ronwa-</i>		<i>iontat-</i>		<i>konwati-</i>		<i>ronwati-</i>						
FZ.DU																		<i>keni-</i>		<i>konwati-/</i>		<i>ronwati-/</i>						
FZ.PL																		<i>konti-</i>		<i>iakoti-</i>		<i>iakoti-</i>		<i>iakoti-</i>				
M.DU																		<i>ni-</i>		<i>konwati-/</i>		<i>ronwati-/</i>						
M.PL																		<i>rati-</i>		<i>shakoti-</i>		<i>shakoti-</i>		<i>shakoti-</i>				

Abbreviations

- | | | |
|-----------------|---------------|---|
| 1 FIRST PERSON | SG SINGULAR | N NEUTER (<i>it</i> : inanimate objects) |
| 2 SECOND PERSON | DU DUAL | FZ FEMININE-ZOIC (<i>she, it</i> : women, animals) |
| 3 THIRD PERSON | PL PLURAL | M MASCULINE (<i>he, they</i> : males, mixed) |
| | DP DUO-PLURAL | FI FEMININE-INDEFINITE (<i>one, they, she</i>) |

- INCL INCLUSIVE
EXCL EXCLUSIVE

Kanien'kéha (Mohawk) verbal prefixes
by Marianne Mithun

For next week:

- No new readings! Next week we'll be wrapping up.
- Writing assignment #4:
Looking back on the topics explored this semester, which one(s) interested you the most? Is there anything you wish we could have spent more time on? Less? I'm looking for feedback that I can use in shaping the syllabus for this class in the future. 100 words at least.