

LING 222: Hedberg
Assignment 1
Due: May 19
(Problems from Tallerman, Woo, and Kroeger)

- A. Comparatives: Do Exercise 2, Chapter 1 of Tallerman, pp. 25-26. Be sure to answer all the questions, and be as precise as possible. Give examples to justify each of your arguments.
- B. Malay: Do exercise 5, Chapter 5 of Tallerman, pp. 27-28. Be sure to try to list around 12 differences from English, and specify them as precisely as you can.

- C. Lotuko (Sudan): Foreign language problem without glosses.

Data:

a.	idulak atulo ema	'The man is planting grain.'
b.	idulak atulo aful	'The man is planting peanuts.'
c.	obonya eito erizo	'The child is eating meat.'
d.	amata eito aari	'The child is drinking water.'
e.	obonya odwoti aful	'The girl is eating peanuts.'
f.	abak atulo ezok	'The man hit the dog.'
g.	amata odwoti aari	'The girl is drinking water.'
h.	_____	'The girl hit the child.'
i.	obonya ezok erizo	_____

- (i) List each word in the language along with its word class and meaning.
- (ii) Specify what the basic word order of the language is: SVO (subject-verb-object), SOV, VSO, VOS, or what?
- (iii) Explain briefly how you discovered how to answer question (i).
- D. Word classes: Do Exercise 2, Chapter 2 of Tallerman, pp. 62-63. Some of the words in question may belong to more than one class. Figure out which class they belong to when used in each example in the problem set.

Sample answer to (1): "The word *near* in sentence (1) is a preposition. We can tell it is a preposition because it is modified by the word *right* in this sentence. As discussed on page 47 of the textbook, *right* is a modifier that only goes with prepositions."

E. Suffixes and word classes: Do Exercise 3, Chapter 2 of Tallerman, pp. 63-64. Be sure to answer every question. Try to focus on examples that illustrate the suffix as being a productive derivational morpheme in modern English, and which illustrate a consistent meaning for the suffix.

F. Nuu-chah-nulth and word classes: Many indigenous languages of the Pacific Northwest have been claimed to have no word class distinctions—that is, the language doesn't care about whether a word is a noun, a verb, or an adjective. In the Wakashan language Nuu-chah-nulth, support for this claim comes from the fact that noun-like words and verb-like words can all function equally as predicates and as subjects. This is shown in the following data:

(1) *mamuuk-ʔiš haa čakup-ʔi*
 work-3sg that man-the
 'That man is working.'

(2) *čakup-ʔiš haa mamuuk-ʔi*
 man-3 that work(ing)-the
 'That working (one) is a man.'

In (1), the 'verb' *mamuuk* 'work' is the predicate and has 3rd person agreement with the subject. The subject is the phrase 'that man' (note that Nuu-chah-nulth can have both 'that' and 'the' in the same NP. Can English do the same?), which has a noun-like word in it.

In (2), the 'noun' *čakup* 'man' is the predicate and has 3rd person agreement with the subject. The subject is the phrase 'that work(ing one)', which has a verb-like word. Note also that the determiner 'the' can go with the word for 'working' (can we do this in English?).

Also note that both nouns and verbs can be in the past tense:

(3)	<i>mamuuk-mit</i>	<i>nunuuk-mit</i>	<i>ł'ikšił-mit</i>
	work-PAST	sing- PAST	punch- PAST
	'worked'	'sang'	'punched'

(4)	<i>čakup-mit</i>	<i>huupuuk^was-mit</i>
	man- PAST	car- PAST
	'a former man; an ex-husband'	'a former car (now crashed)'

It thus *seems* that there is no difference between nouns and verbs.

Your task: Consider the following data and determine whether they support or refute the hypothesis that Nuu-chah-nulth does not differentiate between nouns and verbs. Remember that words of the same class are similar morphologically and/or syntactically. (I put brackets around the NP. Ignore where the determiner goes; its position inside the NP follows some other rules that are irrelevant to this question.)

- (5) nunuuk-ʔiš [haa ʔiih-ʔi čakup]
 sing-3sg that big-the man
 ‘That big man is singing.’
- (6) *nunuuk-ʔiš [haa ʔiih-ʔi mamuuk]
 sing-3sg that big-the work(ing)
 (‘That big working one is singing.’)
- (7) tiiča-ʔiš [haa q^wačataq-ʔi tuucma]
 teacher-3sg. that beautiful-the woman
 ‘That beautiful woman is a teacher.’
- (8) *čims-ʔiš [haa tupkumt-ʔi haawapš]
 bear-3sg. that black-the eat
 (‘That black eating one is a bear.’)
- (9) mamuuk-ʔaqλ nunuuk-ʔaqλ λ'ikšiλ-ʔaqλ
 work-FUT sing-FUT punch-FUT
 ‘will work’ ‘will sing’ ‘will punch’
- (10) *čakup-ʔaqλ *tuucma-ʔaqλ *huupuuk^{tw}as-ʔaqλ
 man- FUT woman -FUT car-FUT

If you decide, based on the evidence in the data above, that it is important to tell nouns and verbs apart in Nuu-chah-nulth, explain what the differences are between nouns and verbs. If you decide that the original hypothesis (that there is no difference) is correct, explain how the ungrammatical examples can be accounted for.