Fiat Lingua

Title: Slides for Linguistics 183: The Linguistics of Game of Thrones and the Art of Language Invention

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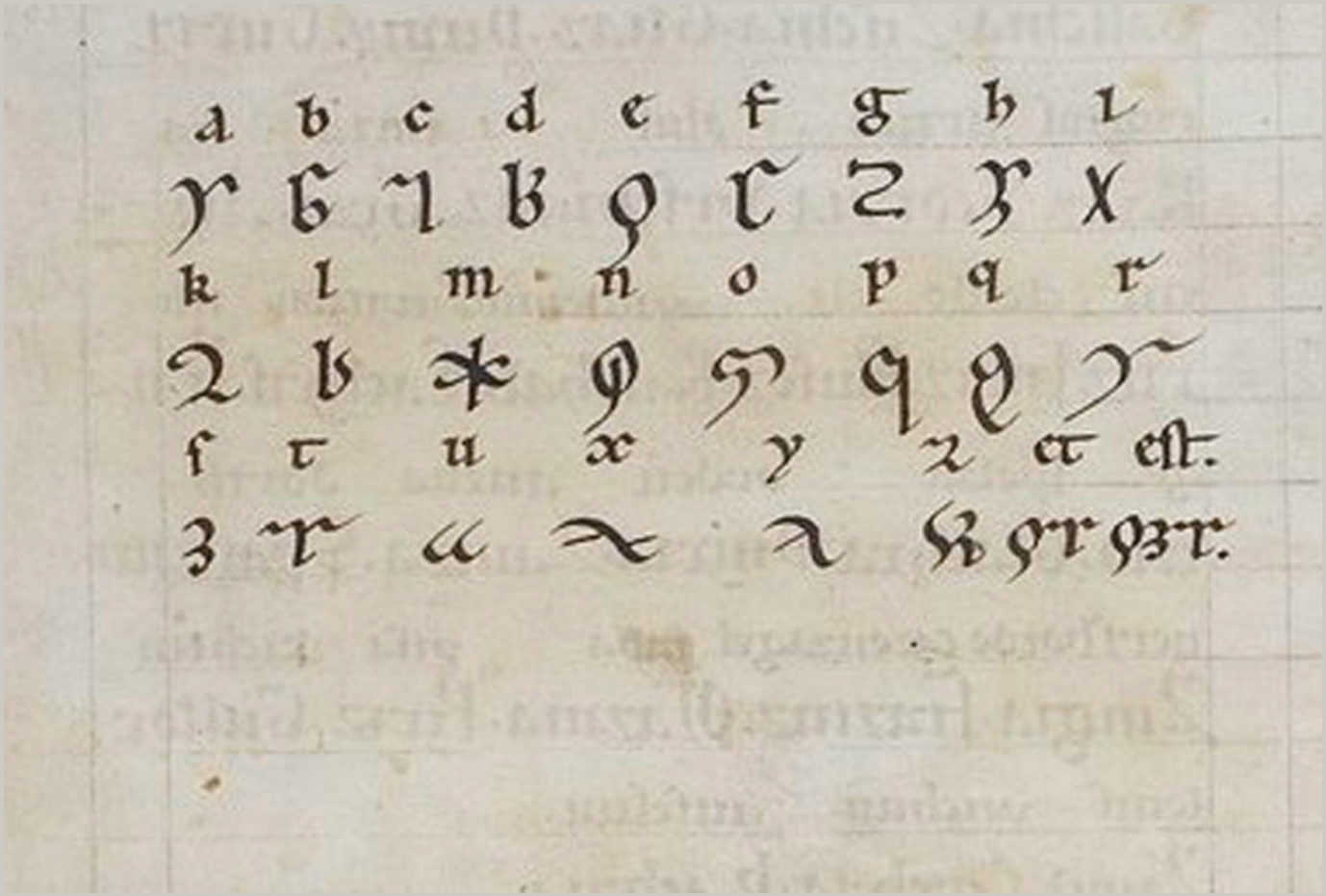
LINGUISTICS 183
WEEK 1

Hildegard von Bingen

Lingua Ignota ~1150

O *orzchis* Ecclesia, armis divinis praecincta, et hyacinto ornata, tu es *caldemia* stigmatum *loifolum* et urbs scienciarum. O, o tu es etiam *crizanta* in alto sono, et es *chorzta* gemma.

aigonz “God”
aieganz “angel”
inimois “human being”
iur “man”
vanix “woman”
galschiriz “battle axe”


a b c d e f g h i
k l m n o p q r
s t u x y z ct et.

Universal Language 1668

John Wilkins

IX. BACCIFEROUS HERBS.

IX. BACCIFEROUS HERBS, may be diſtinguiſhed according to their

- *Qualities*; into ſuch as are
  - *Eſculent*; either in reſpect of the
    - *Fruit*; being
      - *Moſt pleaſant*; a *Trefoil* propagating by ſtrings or wires.
        1. STRAWBERRY. *Fragaria.*
      - *Leſs pleaſant*; ‖either that of a *leaf like Agrimony*, bearing round fruit of a bright red: or that of a *broad hairy rough leaf*, bearing a large fruit almoſt as big as a *Cowcumber*.
        2. APPLE OF LOVE. *Pomum amoris.*
        MAD APPLE. *Malum inſanum.*
      - *Root*; bearing *winged leaves*, and a *bell flower*.
        3. POTATO OF VIRGINIA. *Battata.*
    - *Malignant*; whether ſuch whoſe leaves are more
      - *Simple* and undivided; ‖either that which hath a *broad leaf*, bearing *black berries*: or that which hath a *more long*, broad, *dark* coloured *leaf*, a *great root*, bearing great berries on ſingle ſtalks.
        4. NIGHTSHADE. *Solanum.*
        MANDRAKE. *Mandragoras.*
      - *Compound*; or made up of many ſegments; ‖either that which bears *light green berries in a cluſter*: or that which bears *but one leaf* divided into four or five parts, and but *one black berry*.
        5. HERB CHRISTOPHER, *Berry bearing Wolves-bane.* *Aconitum racemoſum.*
        HERB TRUE LOVE, *One Berry.* *Herba Paris.*
  - *Manner of growth*; of the
    - *Plants themſelves*; being *Climbers*, whether ſuch as are conſiderable for
      - *Purgativeneſs*; bearing red berries; ‖either that of a great *white root*, having leaves like a *Vine*, but more rough: or that of a *great black root*, with leaves like thoſe of *Ivy*.
        6. WHITE BRIONY. *Bryonia alba.*
        BLACK BRIONY, *Wild Vine, Ladies-ſeal* *Bryonia nigra.*
      - *Being full of crooked prickles*; having a *long triangular leaf*.
        7. PRICKLY BINDWEED. *Smilax aſpera.*
    - *Berries*; whether in a
      - *Bladder*; ‖either that which is a *low plant*, which bears a *red berry* in a *large bladder*: or that whoſe leaves are like *Chickweed*, *ramping* upon other plants.
        8. WINTER CHERRY. *Alkakengi.*
        BERRY BEARING CHICKWEED. *Cacubalum. Plinii.*
      - *Umbel*; having *winged leaves*, *like Elder*, both for ſhape and ſent.
        9. DANEWORT. *Ebulum.*

Esperanto
1887

L. L.
Zamenhof

Mi estas bona knabo.

“I am a good boy.”

Mi estas bono knaba.

“I am a boyish good thing.”

bono = good thing

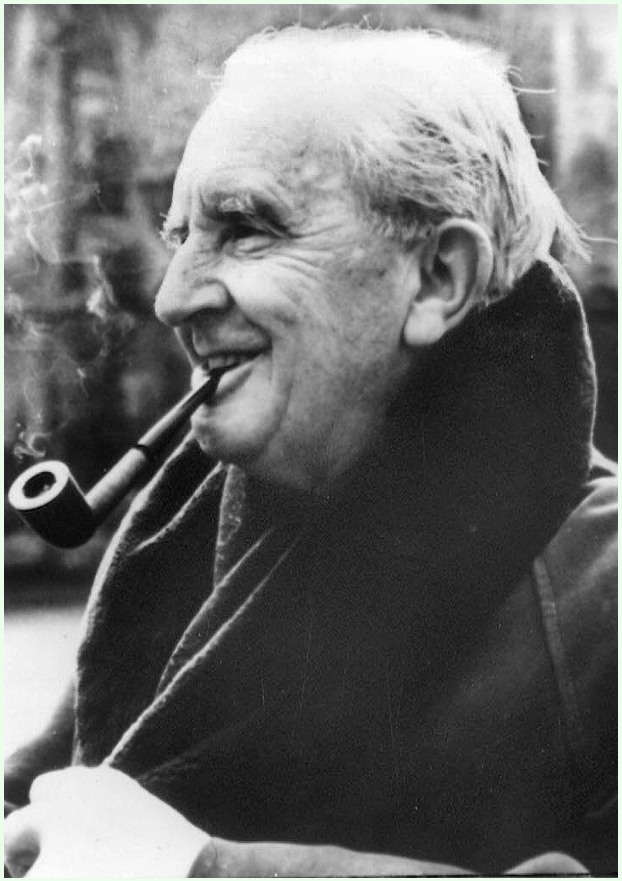
bona = good

boni = to be good

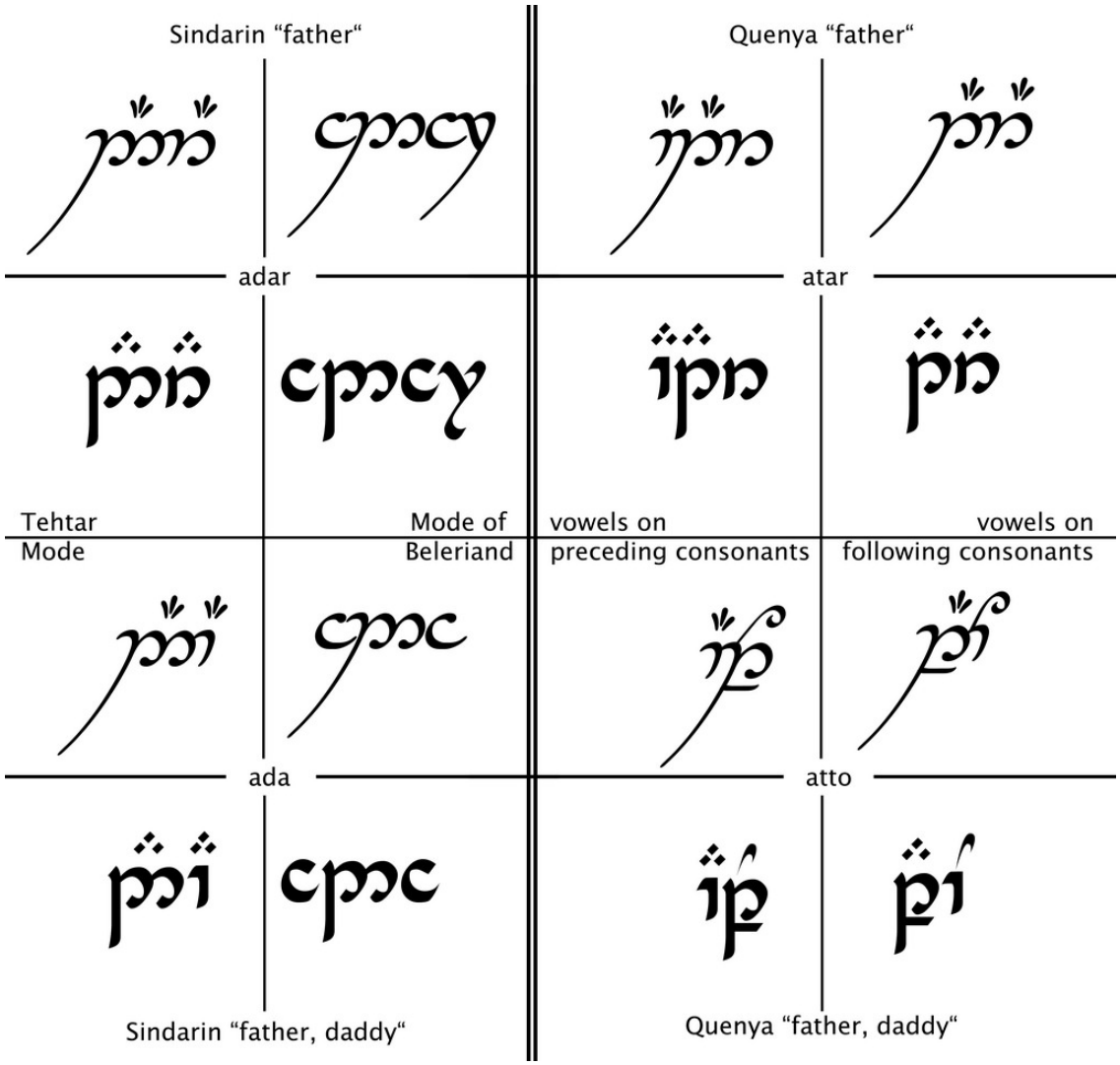
bone = well

bonu = be good

Quenya
Sindarin
~1910



J. R. R. Tolkien


Sindarin “father“
Quenya “father“
adar
atar
Tehtar Mode
Mode of Beleriand
vowels on preceding consonants
vowels on following consonants
ada
atto
Sindarin “father, daddy“
Quenya “father, daddy“

**nelek > *nele > *nel > nêl* “tooth”

**neleki > *neliki > *neligi > nelig* “teeth”

Pakuni 1974

Victoria Fromkin

mura

“to befriend”

amura

“friend”

amurani

“friends”

emura

“friendship”

murasa

“friendly”

Klingon
1984

Marc Okrand

Indicative-mood prefixes[18]		Object						
		No object	1st person singular	2nd person singular	3rd person singular	1st person plural	2nd person plural	3rd person plural
Subject	1st person singular	jI-	—	qa-	vI-	—	Sa-	vI-
	2nd person singular	bI-	cho-	—	Da-	ju-	—	Da-
	3rd person singular	Ø-	mu-	Du-	Ø-	nu-	lI-	Ø-
	1st person plural	ma-	—	pI-	wI-	—	re-	DI-
	2nd person plural	Su-	tu-	—	bo-	che-	—	bo-
	3rd person plural	Ø-	mu-	nI-	lu-	nu-	lI-	Ø-
	unspecified*	Ø-	vI-	Da-	Ø-	wI-	bo-	lu-

The Conlang Mailing List

Constructed Languages List

CONLANG@LISTSERV.BROWN.EDU

Web Interface

- Search the archives
- Post to the list (needs subscription)
- Join or leave the list (or change settings)
- Manage the list (list owners only)

E-Mail Interface

- Post to the list (needs subscription)
- List management (a computer)
  Mail body HELP to get a list of commands.
- List owner (a human being who helps you!)
  The current list owners are Alex Fink and And Rosta.

Archives

You can also read this list here.

- May 2017, week 2
- May 2017, week 1
- April 2017, week 5
- April 2017, week 4
- April 2017, week 3
- April 2017, week 2
- April 2017, week 1
- March 2017, week 5
- March 2017, week 4
- March 2017, week 3
- March 2017, week 2
- March 2017, week 1
- February 2017, week 4
- February 2017, week 3
- February 2017, week 2
- February 2017, week 1
- January 2017, week 4

RSS 0.9
RSS 1.0
RSS 2.0

Synopsis

Conlang is a mailing list for discussing constructed and artificial languages.

Discussions often include linguistical features and details about natural and constructed languages. The focus is on technical discussion and personal preferences and views of our enthusiastic conlangers rather than on advocacy, especially of international auxiliary languages (IALs), which are better discussed on the Auxlang list instead.

You can either join the list by using the web interface, or subscribe via email by sending a mail to listserv@listserv.brown.edu with no subject but a body that contains exactly one line:

```
subscribe conlang FirstName LastName
```

To unsubscribe, send the following mail body:

```
unsubscribe conlang
```

To get a list of commands, send a message with the following body to the same address:

How to create a language

by Pablo David Flores

Table of Contents

The following are the topics and subtopics in the webpages of **How to create a language**.

- Sounds
  - Phones and phonemes
  - Vowels vs. consonants
  - Consonants
  - New consonants
  - Vowels
  - New vowels
- Stress and pitch
- Tone
- Phonological constraints
- Sound change
  - Rules of sound change
- Harmony
- Sandhi or mutation
- Writing your language
  - Alphabets and other scripts
  - Ordering your script
- Grammar
  - Morphological typology
    - Inflection
    - Agglutination
    - Isolation
  - Analysis and synthesis

Language
Conference

LANGUAGE CREATION SOCIETY
FIAT LINGVA
2007

Artlang
Auxlang
Engelang

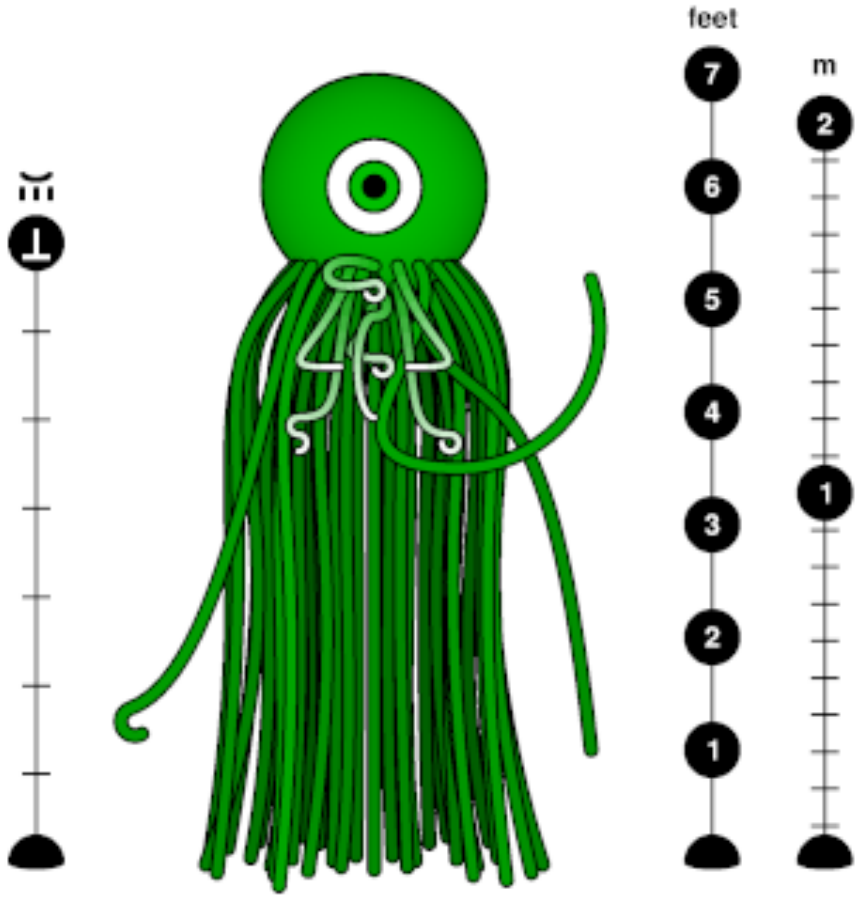
A Posteriori
A Priori

	A POSTERIORI	A PRIORI
ARTLANG	Brithenig	Teonaht
AUXLANG	Esperanto	Sona
ENGELANG	Briefscript	Ithkuil

ts'omoyl inopaznoket siːk gevan aʀ.

/2SG.POS-chest IMP-be.exposed-V only night-this not/

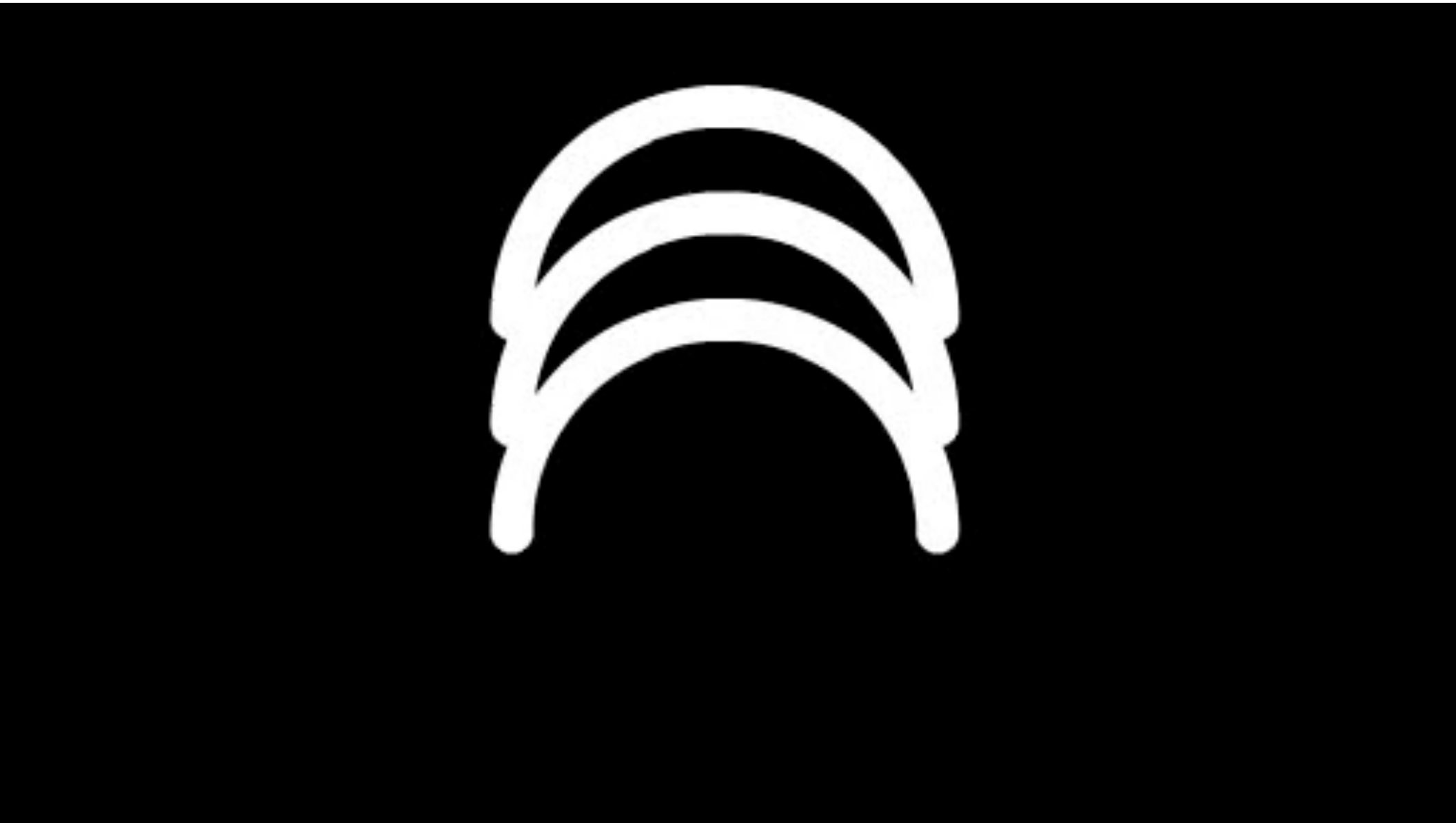
“Yours is not the only heart broken this night.”

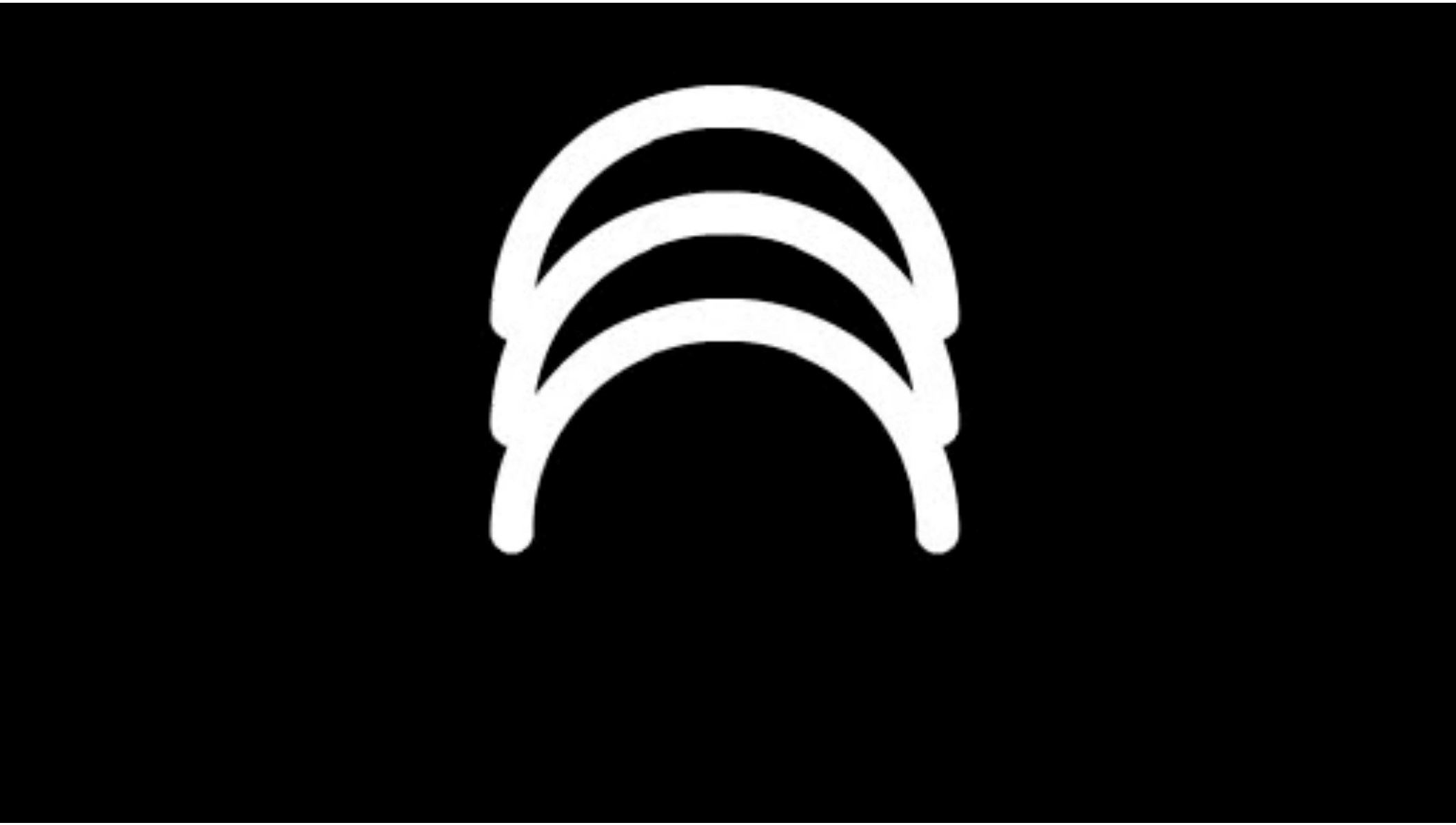

feet
7
6
5
4
3
2
1
m
2
1

The insect eats the flower.

The insect eats in the flower.

The flower eats the insect.





Naturalism: the attempt to create a language that mirrors, as closely as possible, the quirks and idiosyncrasies of natural languages.

Phonological Evolution

*mu:s > maus

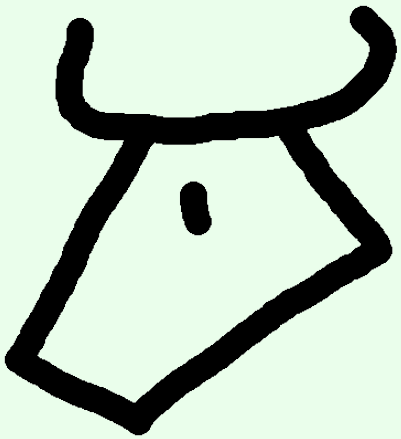
Grammatical Evolution

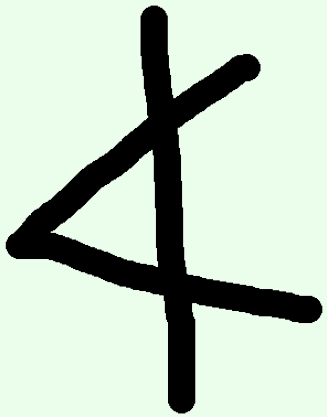
*lich “body” > -ly

Lexical Evolution

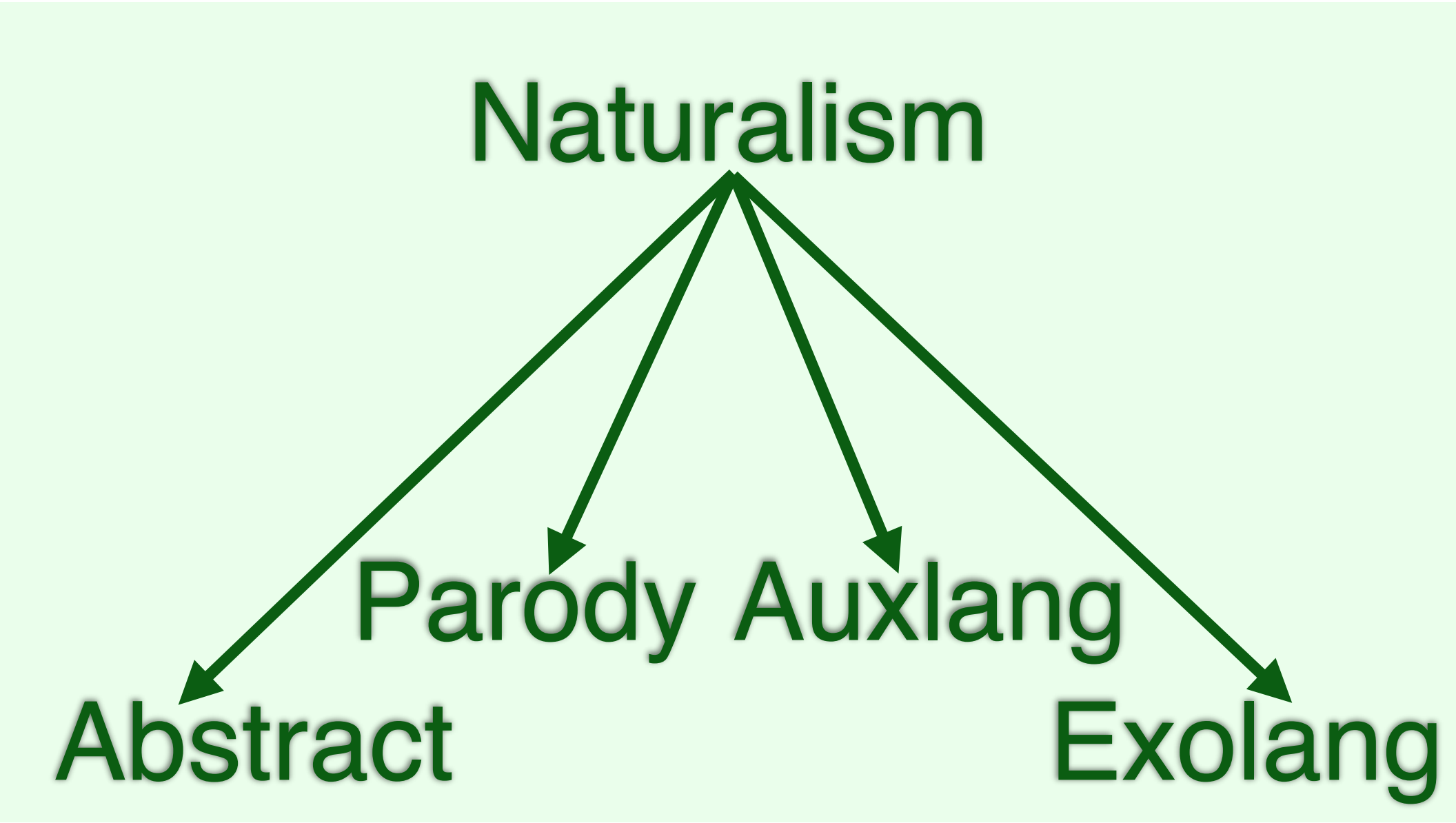
*gesælig “holy” > silly

Orthographic Evolution





A


Naturalism
Parody
Auxlang
Abstract
Exolang

THE KNOWN WORLD
CITY
TOWN
RUINED CITY
CASTLE
RUINED CASTLE
THE LANDS OF ALWAYS WINTER
The Shivering Sea
The Shivering Sea
The Narrow Sea
The Sunset Sea
The Summer Sea
Jade Sea
THE DOTHRAKI SEA
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LENG YI
LENG
LENG MA
TURRANI
Sea
MANTICORE ISLES
THE SHADOW LAND
Ghost Grass
STYGAI
Ghost Grass
Saffron Straits
ULOS
ASSHAI
ULTHOS

ring Sea
The Sh
IB NOR
IB
PORT OF IBBEN
Bay of Whales
FAR IB
IB SAR
NEW IBBISH
VAES ARESAK (IBBISH)
VAES LEISI
KINGDOMS OF IFEQEVRON
REALM OF JHOGWIN
MOROSH
SAATH
VAES GRADDAKH (SARYS)
OMBER
Bay of Tusks
Leviathan Sound

THE SUMMER ISLES
WALANO
LOTUS PORT
ISLE OF WOMEN
KOJ
ISLE OF BIRDS
The Smiling Sea
OMBORU
THE SINGING STONES
THE THREE EXILES
ISLE OF LOVE
Indigo Straits
MOLUU
Red Flower Vale
JHALA
Lotus Vale
Sweet
Golden Head
Pamet Bay
LIZARD HEAD
NAATH
NOX
THE BONES
DOQUU

THE KNOWN WORLD
CITY
TOWN
RUINED CITY
CASTLE
RUINED CASTLE
THE LANDS OF ALWAYS WINTER
The Shivering Sea
The Shivering Sea
The Narrow Sea
The Sunset Sea
The Summer Sea
Jade Sea
THE DOTHRAKI SEA
PLAINS OF JOGOS NHAI
THE GREY WASTE
THE RED WASTE
MOUNTAINS OF THE MOON
DORNE
SOTHORYOS
ULTHOS
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THE KNOWN WORLD
CITY
TOWN
RUINED CITY
CASTLE
RUINED CASTLE
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The Shivering Sea
The Shivering Sea
The Narrow Sea
The Sunset Sea
The Summer Sea
THE DOTHRAKI SEA
Jade Sea
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Create a language from the *Song of Ice and Fire* universe.

1. Phonology
2. Nominal Morphology
3. Verbal Morphology
4. Syntax/Typology
5. Orthography

M^1-Th^1 = Learn/Practice

Th^1-M^2 = Writeup

M^2+ = Revise

Final = Revise and Combine Writeups

Categories

- Analysis
- Art
- Conlang Descriptions
- Essays
- Experiments
- Interviews
- Literature
- Presentations/Demonstrations
- Reviews

Authors

- Adelina Solis
- And Rosta
- Andy Drummond
- Angela Carpenter
- Annika Tate
- Britton Watkins
- Cave Beck
- Celia Bourcy
- Charlotte Peak
- Christine Schreyer
- Danny Garrett
- David J. Peterson
- David Johnson
- Don Boozer
- Doug Ball
- Emily Ahn

Three Lesser-Known Tools for Lexicon-Building in Your Conlang

May 1, 2017 — Fiat Lingua

John Quijada spent more than thirty years creating the philosophical language Ithkuil, whose notoriety has been featured in *The New Yorker* magazine. He also writes the "Conlang Curiosities" column for the Language Creation Society's *Language Creation Tribune* quarterly publication. He has a degree in linguistics, speaks five languages, has co-written a novel exploring the philosophical implications of quantum physics, and composes music, among many other hobbies and interests.

- Download (.pdf)

Abstract

At the Fifth Language Creation Conference in Austin, Texas, John Quijada presented on some advanced lexicon building techniques. Unfortunately, his talk was shortened due to some organizational mishaps. In this paper, John goes over the main thrust of his talk, and uses the opportunity to share some of the examples and ideas he wasn't able to share at the talk itself.

Version History

- fl-000044-00 (Original Version)

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Posted in Presentations/Demonstrations. Tags: John Quijada. Comments Off on Three Lesser-Known Tools for Lexicon-Building in Your Conlang »

Start your search ...

Links

- Language Creation Society
- The Conlang Blog Aggregator
- The Conlanger's Library

Archives

- May 2017
- April 2017
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- December 2016
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- June 2016
- May 2016
- April 2016
- March 2016
- February 2016
- January 2016
- December 2015
- November 2015
- October 2015

Presentations Throughout the Term Starting Next Wednesday (~4 Per Week)

1. Class Participation
2. Slack Participation
3. Practice Assignments
4. Mastery Assignments

Practice Assignments

Mastery Assignments

Graded (out of 20)

Writeup Steps = Mastery Assignments

Assignments

Reading

- *The Art of Language Invention* (hereafter AoLI) Introduction *(Optional)*
- AoLI Chapter 1, pp. 25-60

Practice

- Set up your Slack account, sign in to our course Slack, and introduce yourself.
- Assessment Test

Mastery

- *(None Today)*

Backburner

- Start looking over the language options for your final assignment here.

Assignments

Reading

- *The Art of Language Invention* (hereafter AoLI) Introduction *(Optional)*
- AoLI Chapter 1, pp. 25-60

Practice

- Set up your Slack account, sign in to our course Slack, and introduce yourself.
- Assessment Test

Mastery

- *(None Today)*

Due by Next Class Period

Backburner

- Start looking over the language options for your final assignment here.

Assignments

Reading

- *The Art of Language Invention* (hereafter AoLI) Introduction *(Optional)*
- AoLI Chapter 1, pp. 25-60

Practice

- Set up your Slack account, sign in to our course Slack, and introduce yourself.
- Assessment Test

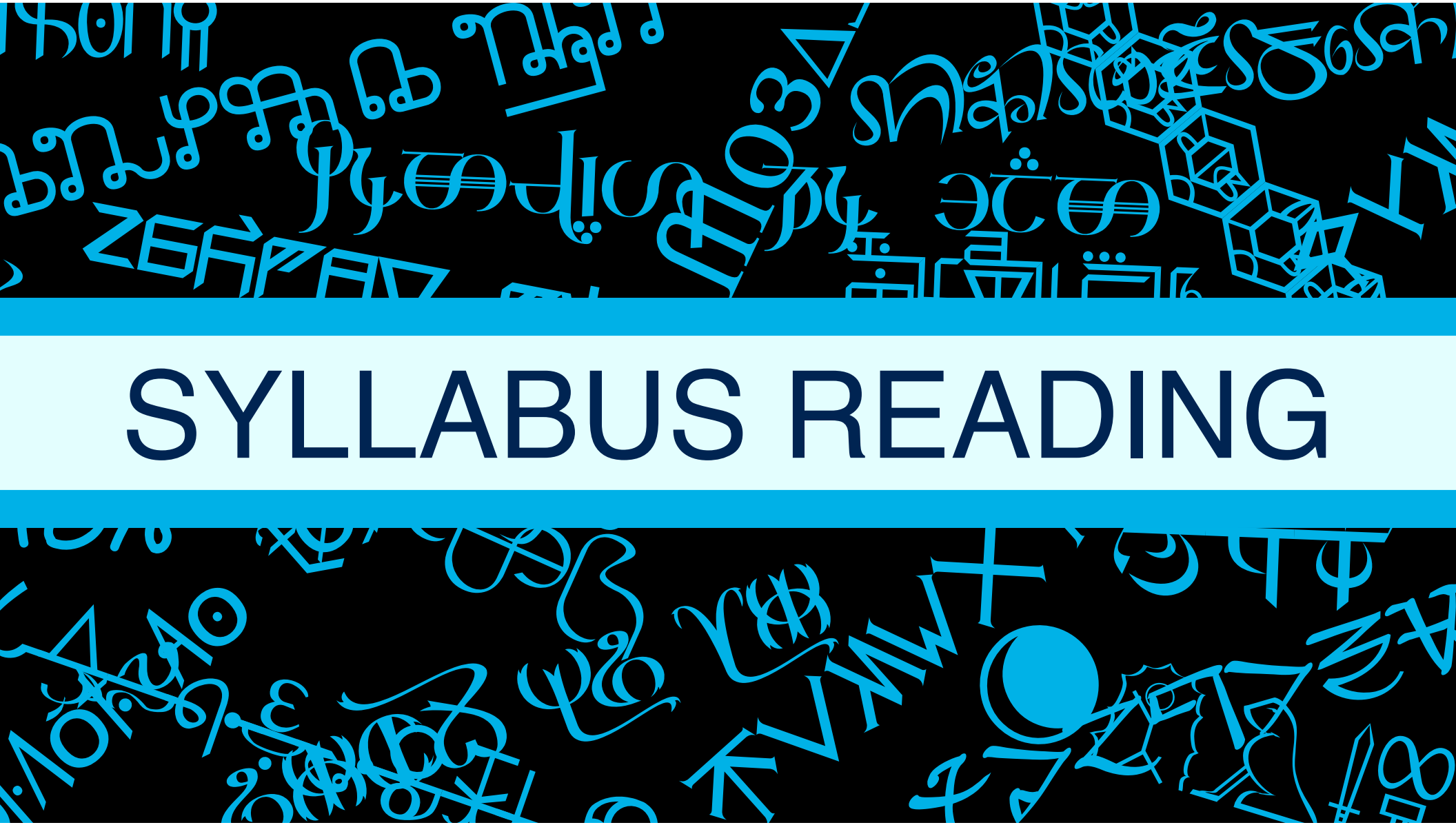
Mastery

NOT Due by Next Class Period

- *(None Today)*

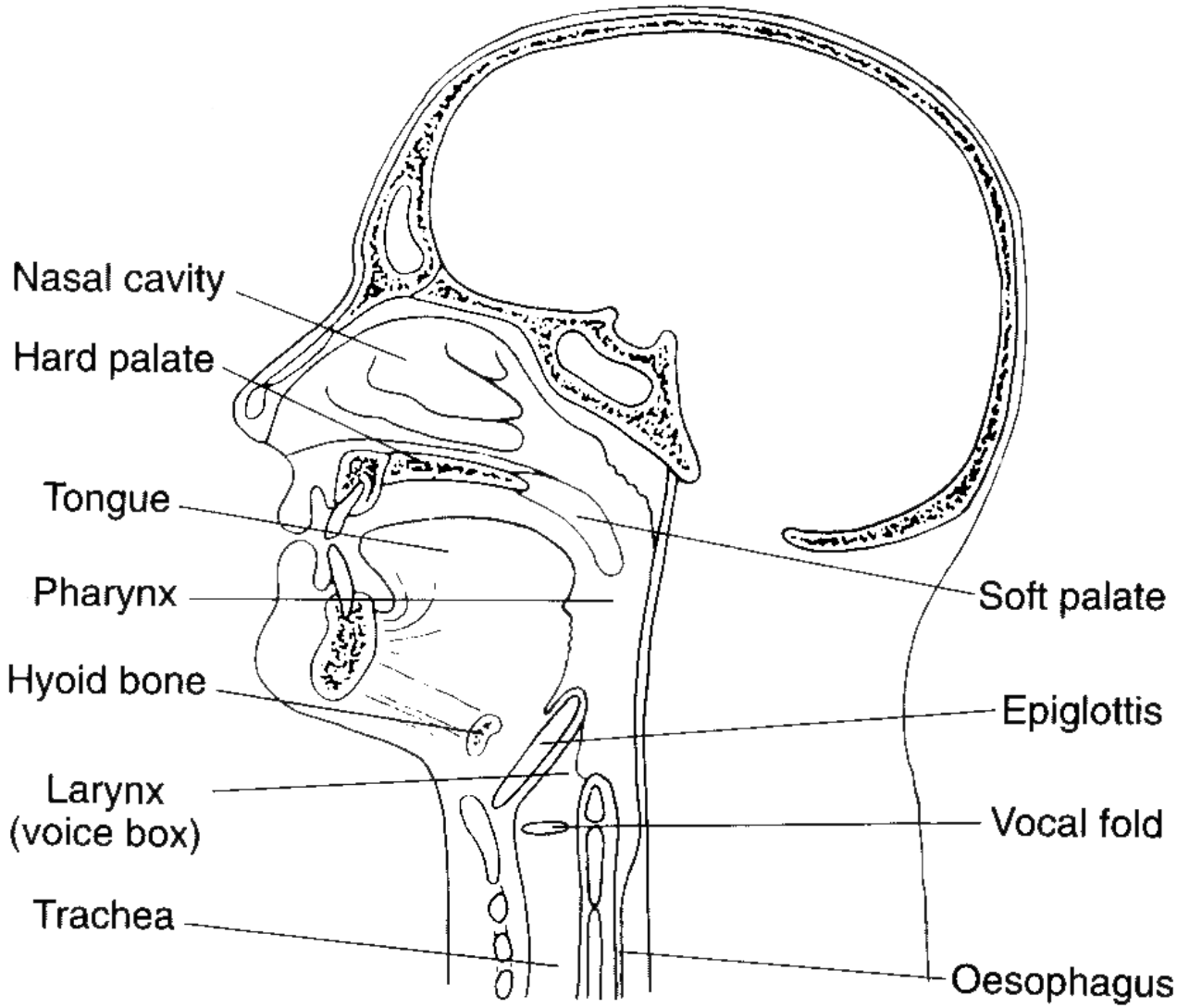
Backburner

- Start looking over the language options for your final assignment here.



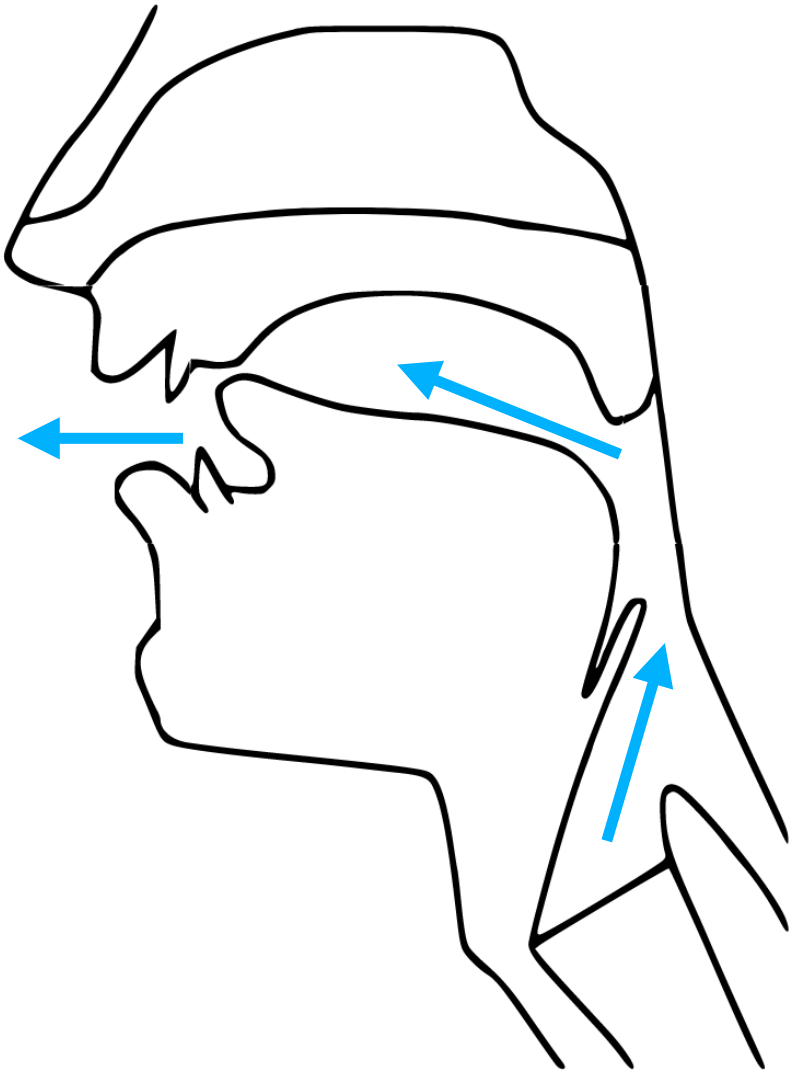
SYLLABUS READING

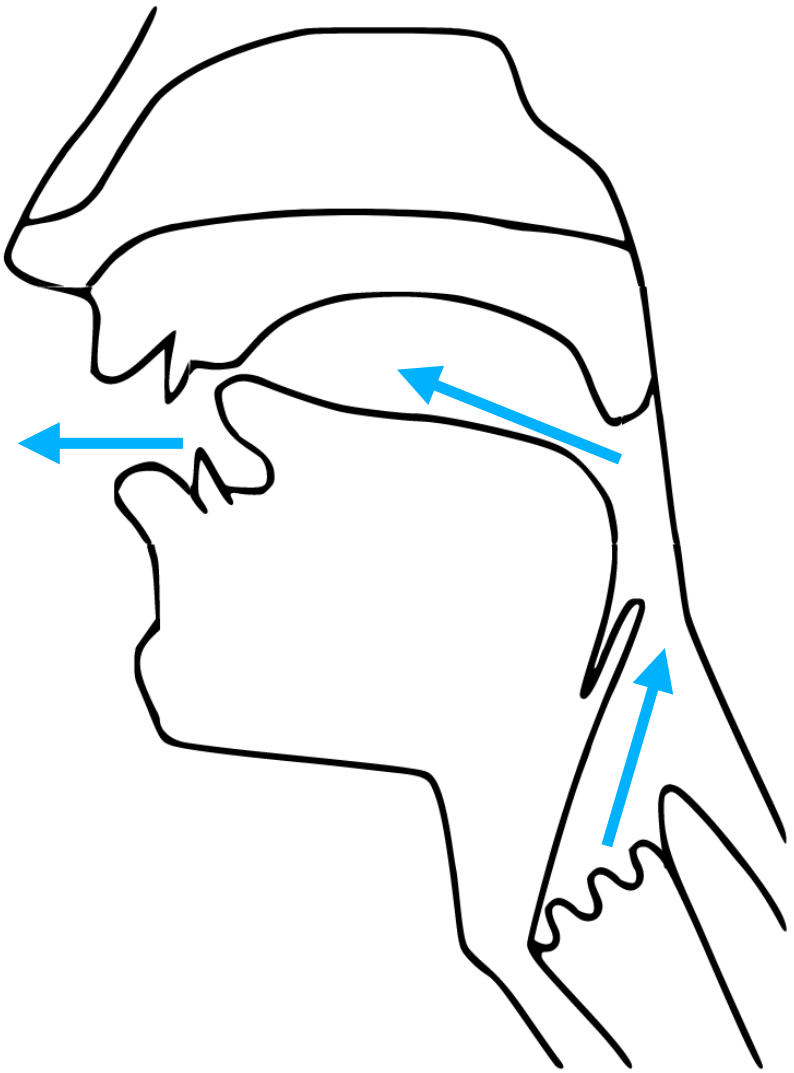
PHONOLOGY

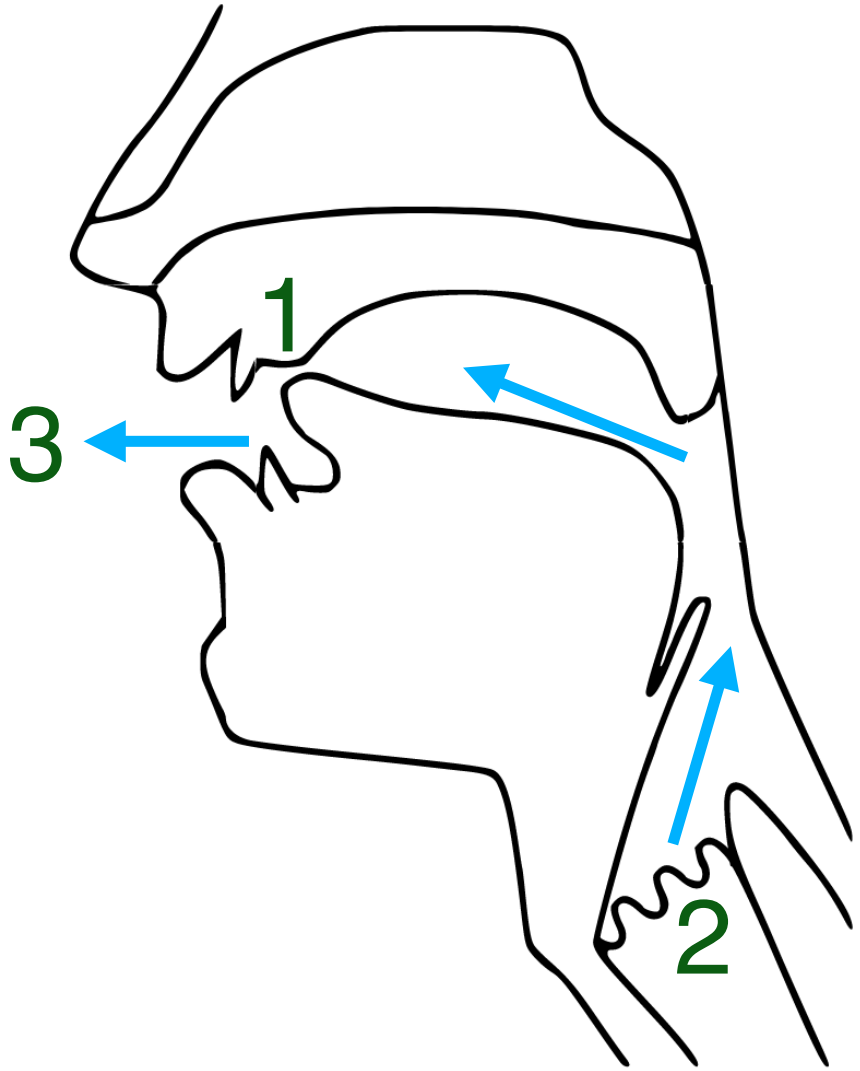

Nasal cavity
Hard palate
Tongue
Pharynx
Hyoid bone
Larynx
(voice box)
Trachea
Soft palate
Epiglottis
Vocal fold
Oesophagus

PLACE
MANNER

	BILABIAL	ALVEOLAR	PALATAL	VELAR
STOP	p/b	t/d	c/ɟ	k/g
FRICATIVE	ɸ/β	s/z	ç/ʝ	x/ɣ
NASAL	m	n	ɲ	ŋ

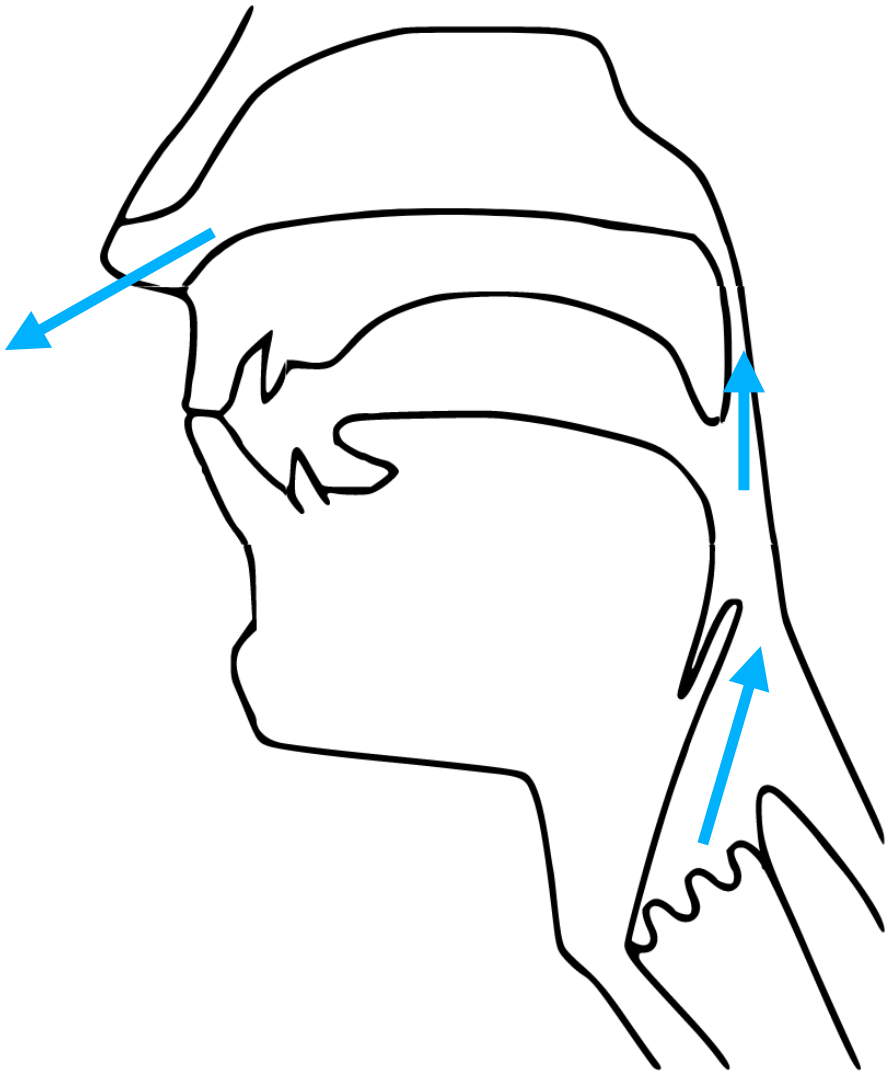


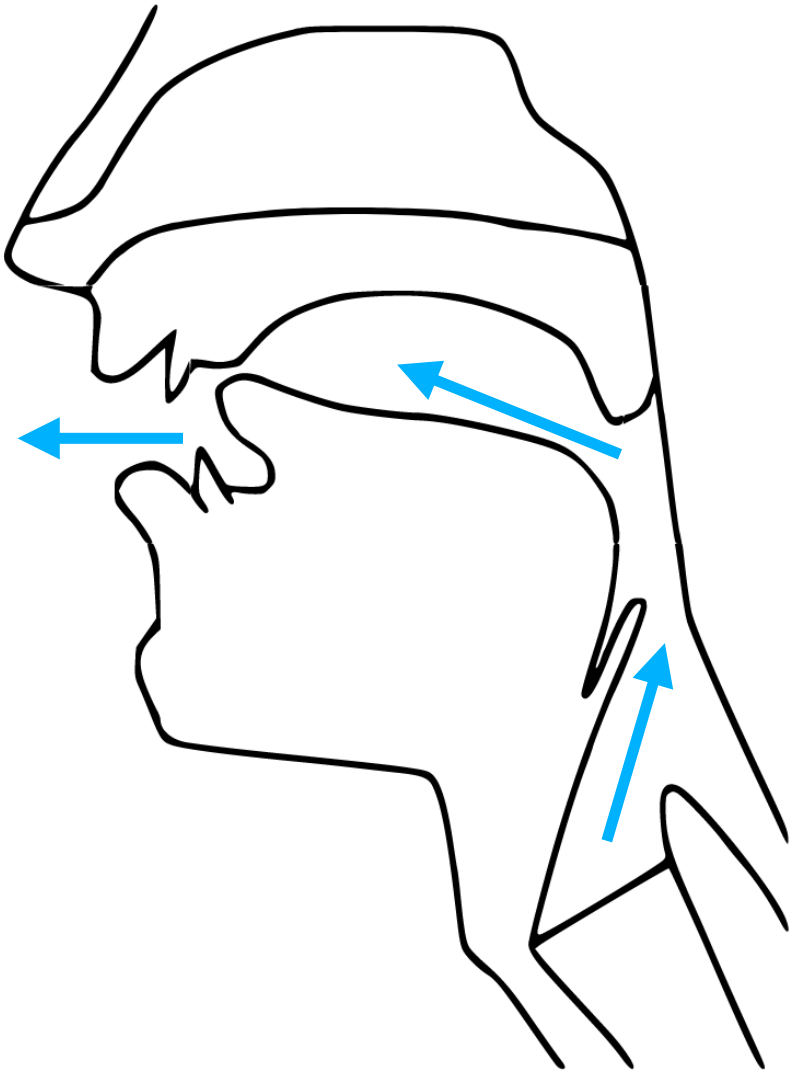


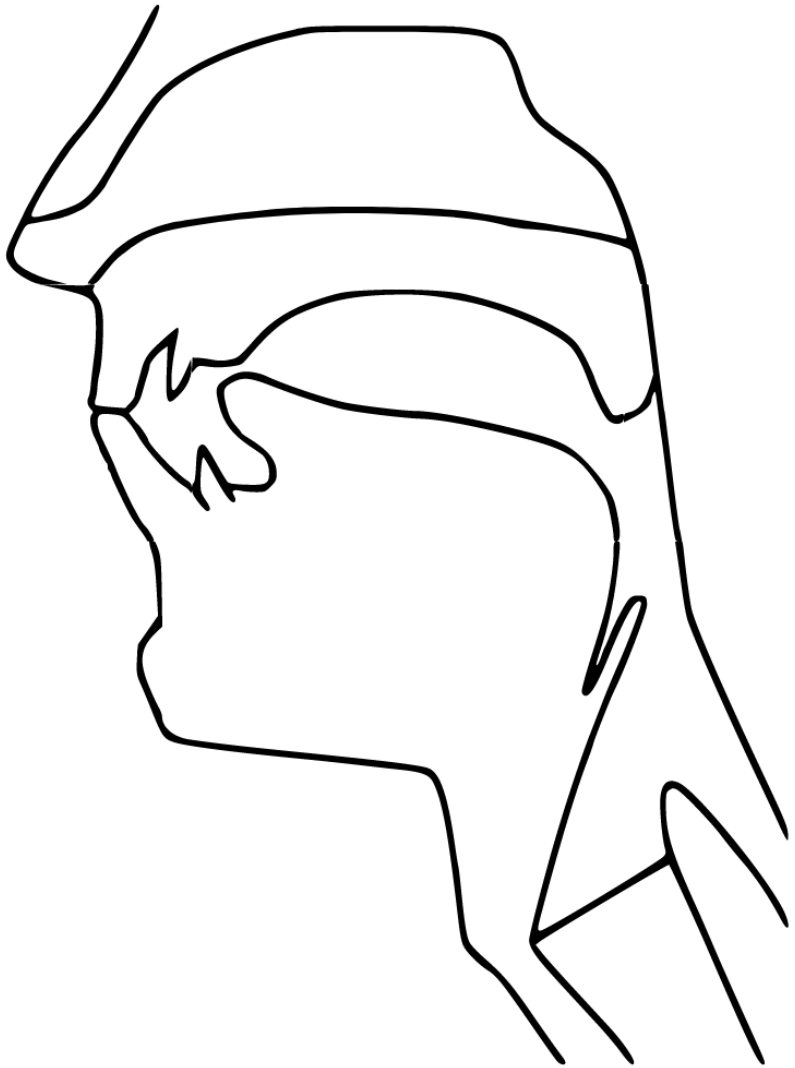

1
3
2

Thompson

*Thom’s son







[q] = voiceless uvular stop

[k] = voiceless velar stop

Mark
[mɑɹk] vs. [mɑɹq]

[kalb] vs. [qalb]
“dog” vs. “heart”

make vs. mech

[mek] vs. [mɛk]

vague

[veg] not [vɛg]

negative

	LABIAL		DENTAL		ALVEOLAR	PALATAL		VELAR	
NASAL	m				n	ɲ			
STOP	p	b	t	d		tʃ	dʒ	k	g
CONTINUANT	f				s			x	
LATERAL					l				
FLAP					ɾ				
TRILL					r				

In designing a phonology, only the sounds you use exist.

Kēlen by Sylvia Sotomayor

	LABIAL	DENTAL	ALVEOLAR	POST-ALV.	PALATAL	VELAR
STOP	p~b		t~d		c~ɟ	k~g
FRICATIVE	ɸ~β	θ~ð	s~z	ʃ~ʒ	ç~ʝ	h~ɣ
NASAL	m		n		ɲ	ŋ
APPROX.			r, l		ʎ	

	FRONT	CENTRAL	BACK
CLOSE	i, iː	ɨ	u, uː
MID	ɛ, ɛː		ɔ, ɔː
OPEN		a, aː	

ALLOPHONY

pie ~ spy

key ~ ski

two ~ stew

$p^haj \sim spaj$

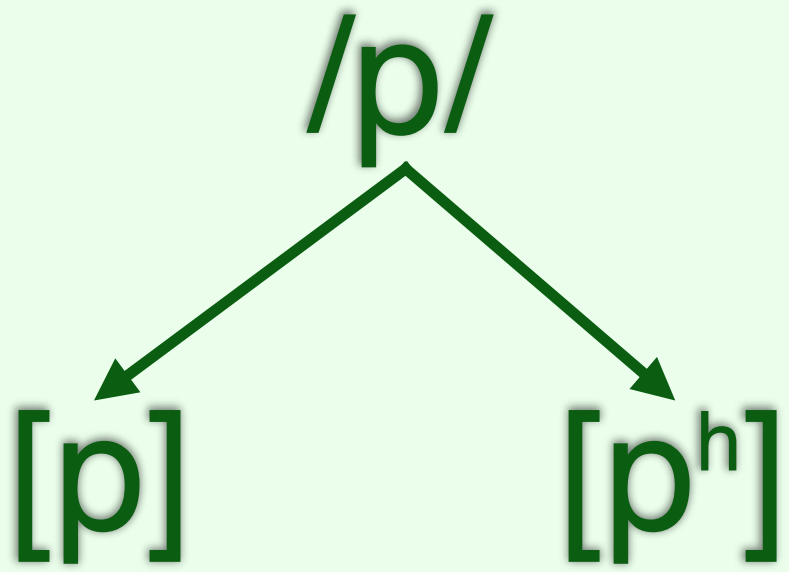
$k^hi \sim ski$

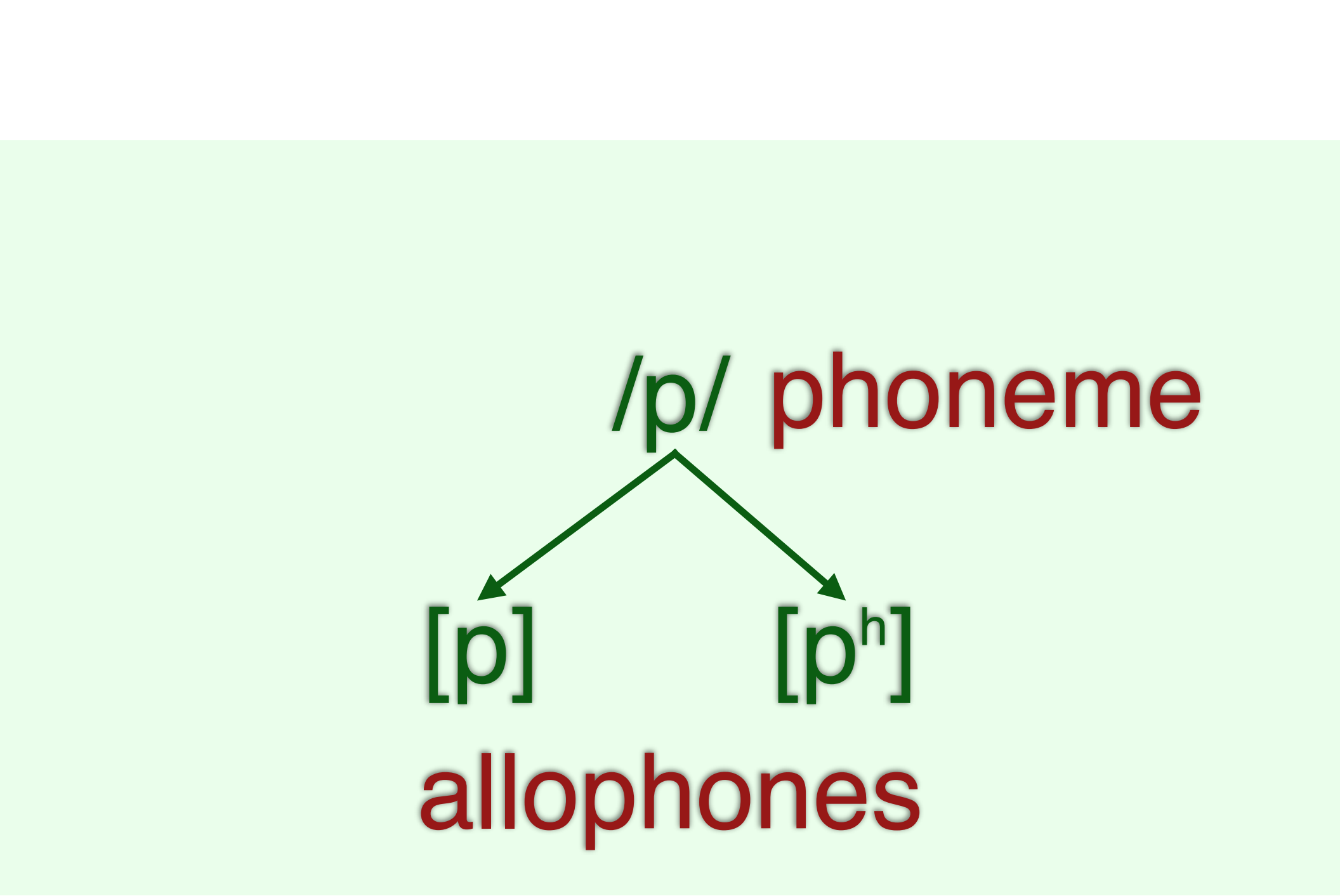
$t^hu \sim stu$

prepare ~ preparation

pʰɹə.ˈpʰɛɹ ~ ˌpʰɹɛ.pəˠ.ˈɹe.ʃɨn

Same phoneme; different sounds. Variation predictable.


/p/
[p]
[pʰ]


/p/ phoneme
[p]
[pʰ]
allophones

/phonemes/
[allophones]

If /X/ is the phoneme, we have to explain why /X/ shows up as either [Y] or [Z].

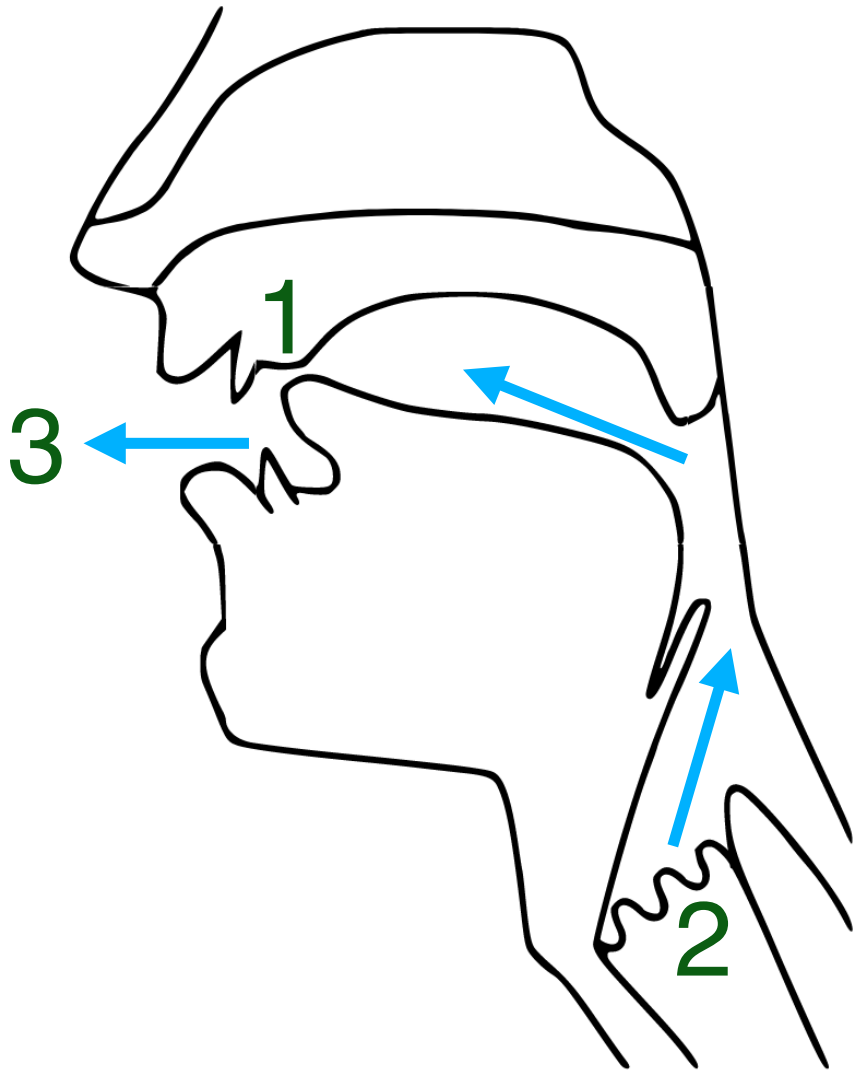
A > B / C_D

/p/ > [pʰ] / #_

/t/ > [tʰ] / #_

/k/ > [kʰ] / #_

C[-voice] > C^{h} / #_


1
3
2

[p] vs. [pʰ]

[p] vs. [p^h]

-Pronounced with the lips
-Stops
-Voiceless

[p] vs. [pʰ]

+consonantal
-sonorant
-syllabic

[p] vs. [pʰ]

+labial
-coronal
-dorsal

[p] vs. [p^h]

-continuant

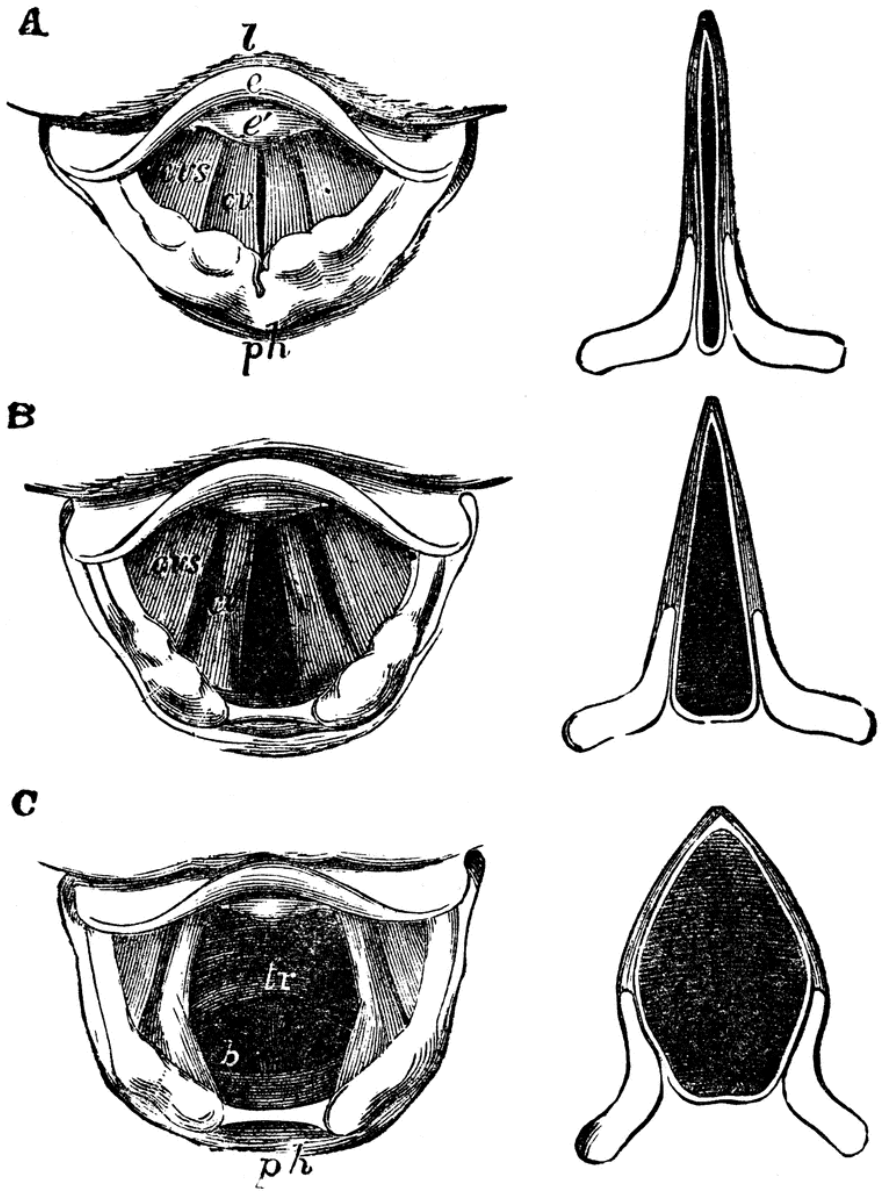
-lateral

-nasal

-delayed release

[p] vs. [p^h]

-voice
-constricted glottis
(+/-)spread glottis


A
l
c
e'
cvs
cv
ph
B
cvs
cv
C
tr
b
ph

A > B / C_D

/p/ > [ɑrim] / s_

/p/ > [l] / #_

*spaj > sɑrimaj

*pʌk > lʌk

Why?

SOUND SYSTEMS

	LABIAL		DENTAL		ALVEOLAR	PALATAL		VELAR	
NASAL	m				n	ɲ			
STOP	p	b	t	d		tʃ	dʒ	k	g
CONTINUANT	f				s			x	
LATERAL					l				
FLAP					ɾ				
TRILL					r				

	FRONT	BACK
HIGH	i	u
MID	e	o
LOW	a	

Voiced Consonants

-Voicing is easier to maintain in the front of the mouth

-b > g

Voiced Consonants

-Igbo: k, ŋ, gb
-Same applies to implosives.

Ejectives

-Easier in the back of the mouth than the front

-k’>p’

Sonorants

-Voiced by default
-Not uncommon to find them as nuclei

Geminates

-Sonorant geminates > fricative geminates > stop geminates

-Voiceless > voiced

Coronals

-Privileged class, morphologically
-Fewer syllabic restrictions

Affricates

-Coronal > others

Aspiration

-Voiceless > voiced
-Stops > fricatives > other

Rhotics

-They do funny stuff
-Attract retroflex consonants

Laterals

-Pretty much always coronal

-Tend to get lost in coda position

Palatals

-Cause palatalization
-Post-alveolar sounds “stronger”; attract palatals

High Vowels

-Deflect nasalization

-Strong effect on consonants

-Opposite rounding not at all uncommon

Mid Vowels

-ATR harmony most common here

-Usually at least two (not true of high/low)

Low Vowels

-Not many distinctions
-Deflect rounding
-Less precise placement

Front Vowels

-Height/rounding distinctions common
-Cause palatalization

Back Vowels

-Opposite rounding less common

-Height distinctions less common

Central Vowels

-Notoriously mercurial
-Height/rounding distinctions rather uncommon

Natlang, conlang, or gibberish?

Sound System Apple

	Labial	Alveolar	Retroflex	Palatal	Velar
Stop	p	t	ʈ	c	k
Fricative					
Affricate					
Nasal	m	n	ɳ	ɲ	ŋ
Trill/Flap		r	ɽ		
Lateral		l	ɭ	ʎ	
Approximant			ɻ	j	w

	Front	Central	Back
Close	i, iː		u, uː
Close-Mid			
Mid			
Open-Mid			
Open		a, aː	

NATLANG!
Warlpiri

Sound System Banana

	Labial	Labio-Dental	Alveolar	Palatal	Velar	Glottal
Stop	p/b, p'/b'		t, t'		k/g, k'	ʔ
Fricative		f	s/z, s'	ʃ/ʒ, ʒ'		
Affricate			ts, ts'			
Nasal	m		n			
Trill/Flap		v	r			
Lateral			l			
Approximant				j, j'	w	

	Front	Central	Back
Close	ɪ, ɪː	~~ʉ~~, ~~ʉː~~	
Close-Mid	e, eː	ɵ, ɵː	
Mid			
Open-Mid	ɛ, ɛː		
Open			ɑ, ɑː

CONLANG!
Nolwynn

Sound System Cherry

	Labial	Alveolar	Post-Alveolar	Palatal	Velar	Glottal
Stop	p/b	t/d		c/ɟ	k/g	ʔ
Fricative	f	s/z	ʃ			h
Affricate						
Nasal	m, mᵇ	n, nᵈ		ɲ, ɲʲ	ŋ, ŋᵍ	
Trill/Flap		r				
Lateral		l				
Approximant				j	w	

	Front	Central	Back
Close	i, ĩ	ɨ, ɨ̃	u, ũ
Close-Mid	e, ẽ		o, õ
Mid		ə, ə̃	
Open-Mid	ɛ, ɛ̃		ʌ, ʌ̃, ɔ, ɔ̃
Open		a, ã	

NATLANG!
Acehnese

Sound System Fig

	Labial	Alveolar	Palatal	Velar	Uvular	Glottal
Stop	p, ɓ	t, d, ɗ		k, g	q, ɢ	ʔ
Fricative	ɸ	s	ʃ/ʒ			h
Affricate		ts	tʃ			
Nasal	m	n		ŋ		
Trill/Flap		ɾ				
Lateral		l				
Approximant			j	w		

	Front	Central	Back
Close	i	ɨ	u
Close-Mid	e		o
Mid		ə	
Open-Mid			ɔ
Open		a	

GIBBERISH!

Sound System Grape

	Labial	Dental	Palatal	Velar	Uvular
Stop	p, pʲ	t, tʰ, tʲ, tʲʰ		g, gʲ	ɢ
Fricative		s, ɬ, ɮ, ɮʲ	ʃ	x, xʲ	
Affricate		ts, tsʰ	tʃ, tʃʰ		
Nasal	m, mʲ	n, nʲ		ŋ	
Trill/Flap		r, rʲ			
Lateral					
Approximant			j	w, wʲ	

	Front	Central	Back
Close	i, iː		ʊ, ʊː, u, uː
Close-Mid	e, eː	ɵ	oː
Mid			
Open-Mid			ɔ, ɔː
Open		a, aː	

NATLANG!
Mongolian

Sound System Kiwi

	Lab.	Dent.	Alve.	Post-Alve.	Retr.	Pal.	Velar	Uvul.	Phar.	Glott.
Stop	p, p'		t, t'		ʈ, ʈ'		k, k'	q, q'		ʔ
Fric.	f/v	θ	s/z	ʃ/ʒ	ʂ/ʐ		x/ɣ		ħ	
Affric.	pf, pf'		ts, ts'	tʃ, tʃ'	ʈʂ, ʈʂ'					
Nasal	m		n				ŋ			
Trill/ Flap			r		ɾ					
Lateral			l		ɭ					
Approx.						j	w			

	Front	Central	Back
Close	i, iː		u, uː
Close-Mid	eː		oː
Mid		ə	
Open-Mid	ɛ		ɔ
Open		a	

GIBBERISH!

Sound System Mango

	Labial	Dental	Alveolar	Palatal	Velar	Glottal
Stop	p	t			k, kʷ	ʔ
Fricative			s	ʃ		h
Affricate			ts	tʃ		
Nasal	m		n	ɲ		
Trill/Flap			ɾ			
Lateral			l			
Approximant				j	w	

	Front	Central	Back
Close	i		
Close-Mid	e, ẽ		o, õ
Mid			
Open-Mid			
Open		a, ã	

CONLANG!
Tmaśare?

Sound System Orange

	Labial	Alveo.	Post-Alveo.	Alveo.-Pal.	Retro.	Pal.	Velar	Uvular	Phar.	Glottal
Stop	p/b, p', pʷ'	t/d, t', tʷ'					kʷ/ gʷ, kʷ'	q, qʷ		ʔ, ʔʷ
Fric.	f	s/z, ɬ/ ɮ, ɬ'	ʃ/ʒ, ʃ', ʃʷ/ ʒʷ, ʃʷ'	ɕ/ʑ	ʂ/ʐ		x/ɣ	χ/ʁ, χʷ/ ʁʷ	ħ	
Affric.		ts/dz, ts', tsʷ/ dzʷ	tʃ/dʒ, tʃ'		tʂ, tʂ'					
Nasal	m	n								
Trill/ Flap		r								
Lateral										
Approx.						j	w			

	Front	Central	Back
Close			
Close-Mid			
Mid		ə	
Open-Mid		ɜ	
Open		a	

NATLANG!
Adyghe

Sound System Pear

	Labial	Coronal	Retroflex	Palatal	Velar	Glottal
Stop	p/b, ᵐb	t/d, ⁿd	ʈ/ɖ, ᶯɖ		k/g, ᵑg	
Fricative		s				h
Affricate				tʃ/dʒ		
Nasal	m	n	ɳ	ɲ	ŋ	
Trill/Flap		r				
Lateral		l				
Approximant	ʊ			j		

	Front	Central	Back
Close	i, iː		u, uː
Close-Mid	e, eː		o, oː
Mid			
Open-Mid			
Open	æ, æː	a, aː	

NATLANG!
Sinhalese

Sound System Strawberry

	Labial	Dental	Alveo.	Post-Alveo.	Retro.	Palatal	Velar	Uvular
Stop	p/b		t/d				k/g	
Fricative	f/v	θ/ð	s/z	ʃ/ʒ			x	ʁ
Affricate			ts/dz	tʃ/dʒ				
Nasal	m		n				ŋ	
Trill/Flap					ɾ			
Lateral			l					
Approx.						j	w	

	Front	Central	Back
Close	i, ɪ		u
Close-Mid	e		o
Mid			
Open-Mid			ʌ
Open			ɑ

CONLANG!
Teonaht

Sound System Tangerine

	Lab.	Dent.	Alve.	Post-Alve.	Retr.	Pal.	Velar	Uvul.	Phar.	Glott.
Stop	p/b, pʰ, p'	t/d, tʰ, t'				c/ɟ, cʰ, c'	k/g, kʰ, k'	q/ɢ, qʰ, q'		ʔ
Fric.	f/v	θ/ð	s/z, ɬ	ʃ/ʒ	ʂ/ʐ	ç/ʝ	x/ɣ	χ/ʁ	ħ	h
Affric.			ts/ dz, tsʰ, ts'	tʃ/dʒ, tʃʰ, tʃ'	tʂ/ dʐ, tʂʰ, tʂ'	cç', cʎ̝ʰ	kx'	qχ'		
Nasal	m		n				ŋ			
Trill/ Flap			ɾ, r		ɽ					
Lateral		l, ɬ			ɭ					
Approx.						j	w			

	Front	Central	Back
Close	i, y, ɪ		ʊ, ɯ, u
Close-Mid	e, ø		ɤ, o
Mid			
Open-Mid	ɛ, œ		ɔ
Open	æ	a	ɑ

CONLANG!

Ithkuil

Sound System Watermelon

	Labial	Coronal	Retroflex	Palatal	Velar	Glottal
Stop	b, pʰ	t/d, tʰ	ʈ/ɖ		k/g	
Fricative		s/z	ʂ/ʐ		x/ɣ	h
Affricate		ts, tsʰ	ʈʂ/ɖʐ			
Nasal	m	n		ɲ		
Trill/Flap		r, ɾ				
Lateral		l	ɭ			
Approximant	ʊ			j	w	

	Front	Central	Back
Close	y		u
Close-Mid	e		o
Mid			
Open-Mid	ɛ		ɔ
Open		a	

GIBBERISH!

Takeaways

Systemic pressure vs. universal pressure

Takeaways

Regular use (or overuse) can rescue rarer phonemes.

Kahtsaai by William Annis

	LABIAL	CORONAL	PALATAL	VELAR	GLOTTAL
STOP	p	t, ts		k	ʔ
FRICATIVE		s, ɬ			h
NASAL	m	n			
APPROX.		ɾ, l	j	w	

	FRONT	CENTRAL	BACK
CLOSE	i, iː		uː
CLOSE-MID	eː		o
OPEN-MID	ɛ		
OPEN		a, aː	

SOUND CHANGE

The sounds of a language change gradually over time.

mu:s

mu:si

mu:s

my:si

muːs

myːsə

mu:s

my:s

mu:s

mi:s

maws majs

Why?

A given sound change never NEEDS to happen!

Why?

-Gradual change

-Need for one group to distinguish itself

-Influx of non-native speakers

Gradual Change

-Mishearing
-Analogy
-Mispronunciation (e.g. faster speech)

Gradual Change

-Mishearing

-Analogy

-Mispronunciation (e.g. faster speech)

Sound Change…

-Has no exceptions
-Ignores grammar
-Ignores history

…but…

-Accelerated for morphology

-May actually leave certain paradigms alone

-Near mergers

Sound Changes

Assimilation

Dissimilation

Lenition

Deletion

Insertion

Assimilation

Sounds being more like the sound(s) next to them.

Assimilation

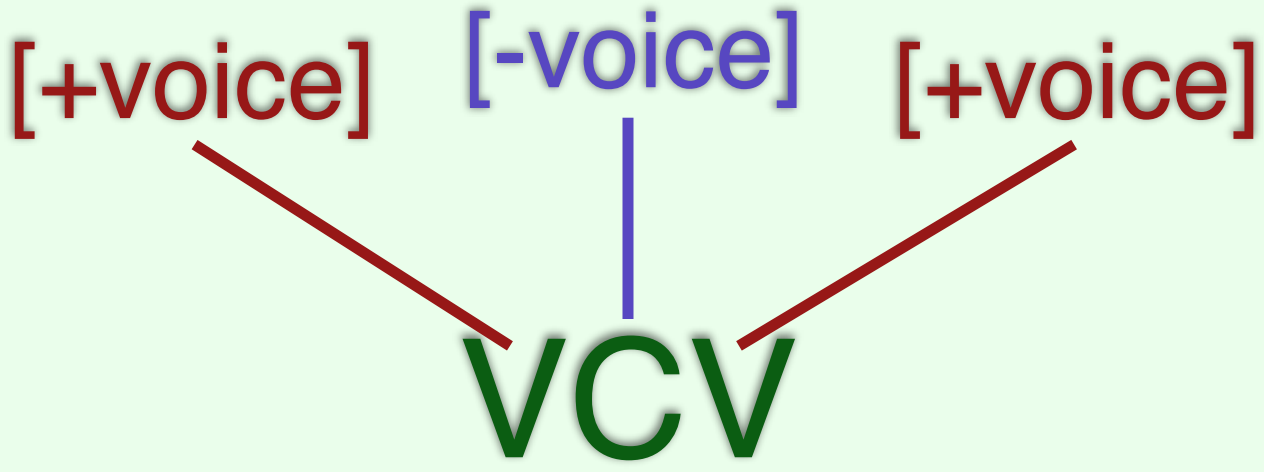
C > [+voice] / V_V

*lacus > lago

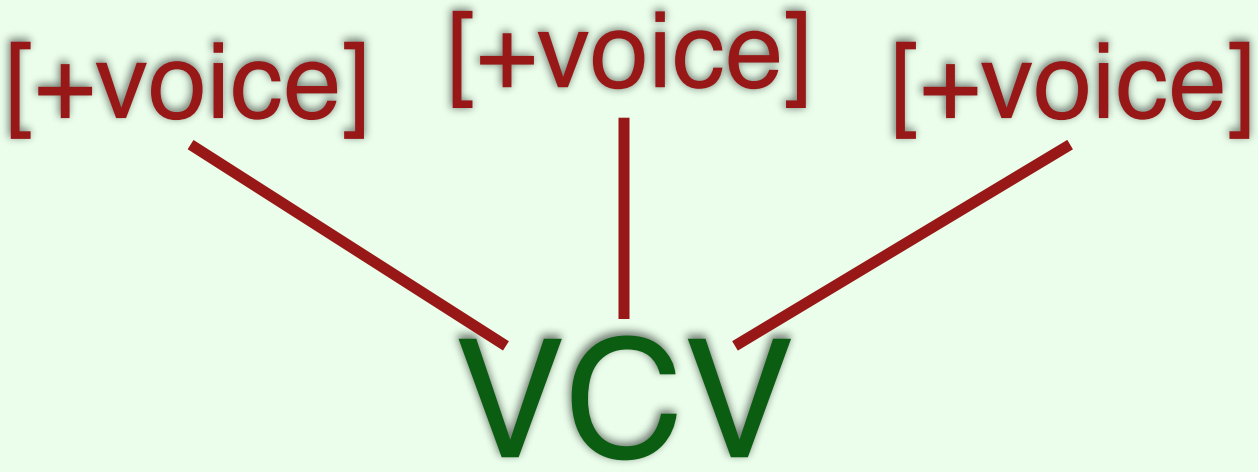
Assimilation

VCV

Assimilation



Assimilation



Assimilation

Japanese

daisɯke > daisɯ̥ke

Assimilation

Japanese

daiswuke > daiʂɯke

Assimilation

RESULT

Vocal folds do less work (not off then on then off, or vice-versa).

Common Assimilations

Nasal Place Assimilation
*in-possible > impossible

Common Assimilations

Voice Assimilation

*tʌtʃ + -d > tʌtʃt

Captain Picard “Wesley”

Common Assimilations

Anticipatory/Regressive

s > z / _C[+voice]

Common Assimilations

Perseveratory/
Progressive
d > t / C[-voice]_

Common Assimilations

Post-Nasal Fortition

C > [+voice] / N_

*n- + lima > ndima

Common Assimilations

Total Assimilation (Gemination)

*octo > otto

*somnus > sonno

Common Assimilations

Palatalization

*kentum > *cent*

*gela:tus > *gelato*

future

*vetɕer > vʲetɕer

Common Assimilations

Umlaut

*goosi > geese

*mani > men

Digression

Vowel Harmony: Vowels change quality to match the vowels in the base.

Vowel Harmony

Turkish

køjin > køjyn

tʃodʒuɣin > tʃodʒuɣun

adam > adamɯn

Vowel Harmony

Turkish
-in, -yn, -un, -ɯn

Vowel Harmony

Turkish
-in, -yn, -un, -ɯn
All High

Vowel Harmony

-Only applies when there are affixes that can be changed

-Work within the system

Dissimilation

Sounds being less like the sound(s) next to them.

Dissimilation

moral	oral
molar	floral
solar	mural
aural	polar

Dissimilation

morar	orar
molal	florar
solal	murar
aurar	polal

Common Dissimilations

Manner Dissimilation

molar

moral

Common Dissimilations

Manner Dissimilation

*kʷiːnkʷe > kinkʷe

Common Dissimilations

Manner Dissimilation

*tʰriks “hair”

*trikʰes “hairs”

Common Dissimilations

Manner Dissimilation

pollo /pojo/ [poʝo]

Common Dissimilations

Manner Dissimilation

*dɤθrak + qɔji > dɤθraxqɔji

Common Dissimilations

Place Dissimilation

cardamom > cardamon

Common Dissimilations

Voice Dissimilation
Japanese
toki + toki > tokidoki

Common Dissimilations

Note:
Not intervocalic voicing!

toki + toki > tokidoki

Lenition

Sounds get “weaker”.

Lenition

Finnish

konsertti > konsertissa

koti > kodissa

Skotlanti > Skotlannissa

Lenition

English
Sacramento
winter vs. winner

Common Lenitions

Opening

SS > S > A > F > [h] > Ø

Common Lenitions

Spirantization

S > [+voice] > F > G > Ø

Common Lenitions

Spanish

sta:tus > estado

*estado > *estaðo > *estaḏo > estao

Common Lenitions

Finnish

tukea ~ tuen

ripaa ~ rivan

pataa ~ padan

Common Lenitions

Spanish
ehtao > ettao

Common Lenitions

Coda L Lenition

l > w / _{#/CC}

l > j / _{#/CC}

Deletion

Sounds get lost.

Common Deletions

Word-final C Loss

French

trop [txo]

Common Deletions

Word-final V Loss

French

porte [pɔχt]

Common Deletions

Unstressed V Loss comfortable

Common Deletions

Unstressed V Loss comfortable (Also metathesis!)

Common Deletions

Unstressed V Loss
[ˈkʰʌmɲf.tɹ.bl]
(Also metathesis!)

Common Deletions

CC Simplification

knight

ought

light

Common Deletions

CC Simplification

rafts

crafts

listen

Common Deletions

Compensatory Lengthening

*lixt > *li:t > lajt

Insertion

Sounds get added.

Common Insertions

Epenthesis

Thompson

messenger

passenger

Common Insertions

Prothesis

sta:tus > *estado*

> *état*

Common Insertions

Paragoge

Japanese

strike > sɯtoraikɨ

bus > basɯ

Other Phenomena

Word-Final Devoicing

Turkish

kitabın “of the book”

kitap “book”

Other Phenomena

Word-Final Lowering

V > [-high] / _#

i, u > e, o / _#

Other Phenomena

Breaking Spanish

*porta > puerta

*semper > siempre

Other Phenomena

Breaking

Finnish

*soːmi > suomi

*søːn > syøn

*teːtæn > tiedæn

Other Phenomena

Nasalization

French

bon [bɔ̃]

Other Phenomena
Chain Shifts
Hawaiian
(1) h/? > Ø
(2) f/s > h, k > ?
(3) t > k

Ordering

Hawaiian
hiku “seven”
wa?a “canoe”
?uku “louse”

Ordering

(1) h/? > Ø

(2) f/s > h, k > ?

(3) t > k

Ordering

Proto-Polynesian
fitu “seven”
waka “canoe”
kutu “louse”

Ordering

(1) f/s > h, k > ?

(2) h/? > Ø

(3) t > k

Ordering

(1) f/s > h, k > ?

fitu > hitu

waka > wa?a

kutu > ?utu

Ordering

(2) h/ʔ > Ø

hitu > itu

waʔa > waa

ʔutu > utu

Ordering

(3) t > k

itu > iku

waa > waa

utu > uku

Ordering

Hawaiian

iku hiku “seven”

waa wa?a “canoe”

uku ?uku “louse”

Ordering

(1) t > k

(2) f/s > h, k > ?

(3) h/? > Ø

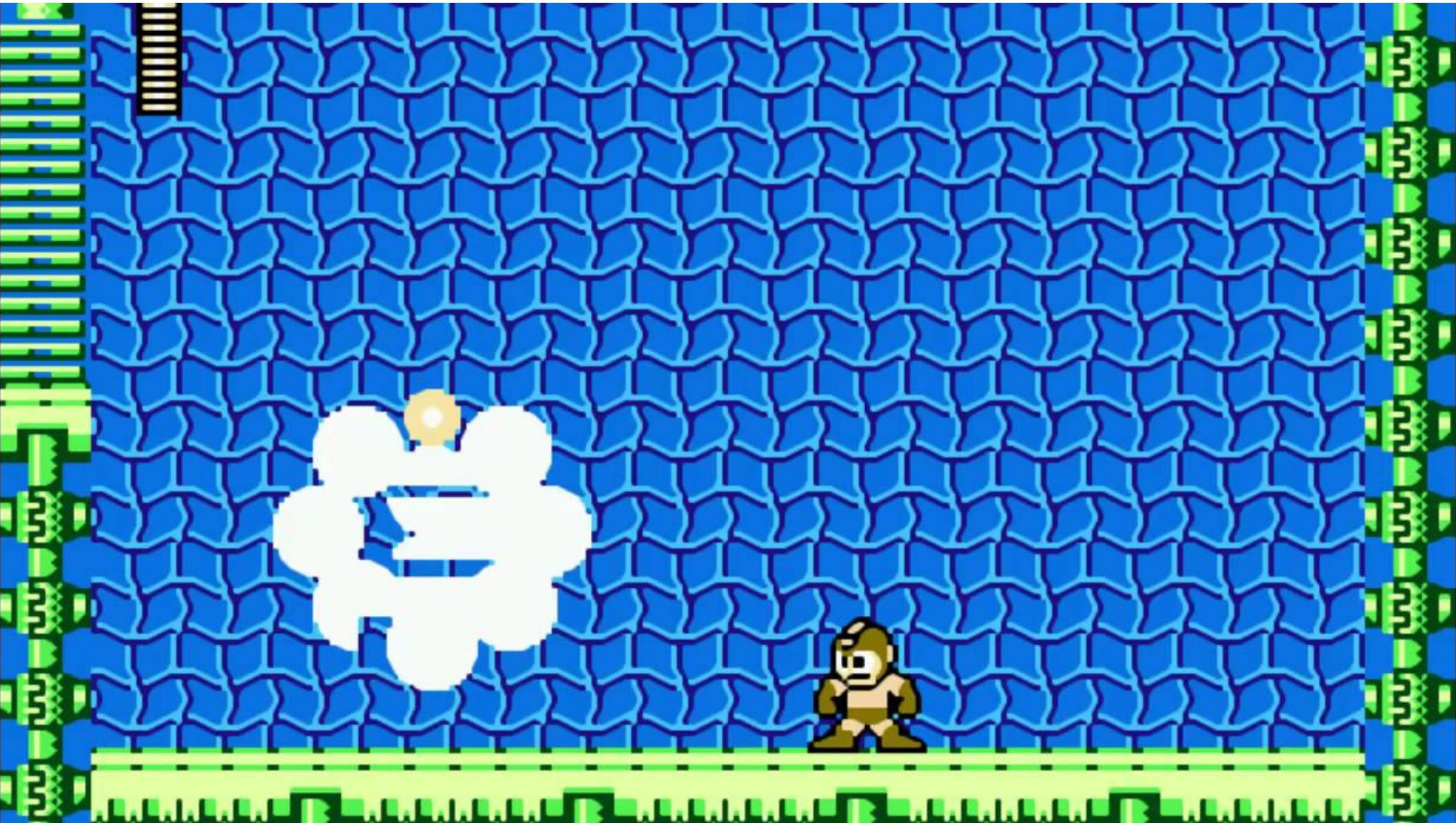
Ordering

Hawaiian

iu hiku “seven”

waa wa?a “canoe”

uu ?uku “louse”



Dothraki
nasa “snipe”
tavo “axe”
sado “drum”
vado “filly”
dini “drizzle”

Dothraki

nasa “snipe”	nʲas
tavo “axe”	tʲaf
sado “drum”	sʲaθ
vado “filly”	vaθ
dini “drizzle”	dĩ

Dothraki

nasa “snipe”	naðhə
tavo “axe”	taðhə
sado “drum”	haɮʒə
vado “filly”	faɮʒə
dini “drizzle”	ɮʒinə

Dothraki

nasa “snipe”	nɛθ
tavo “axe”	tɛf
sado “drum”	sɛð
vado “filly”	fɛð
dini “drizzle”	tã

Dothraki

nasa “snipe”	as
tavo “axe”	taf
sado “drum”	sat
vado “filly”	fat
dini “drizzle”	di

Dothraki

nasa “snipe”	nans
tavo “axe”	θat
sado “drum”	sanθ
vado “filly”	vanθ
dini “drizzle”	ðin

Dothraki

nasa “snipe”	enese
tavo “axe”	eθevu
sado “drum”	seðu
vado “filly”	veðu
dini “drizzle”	iðʲanʲa

Dothraki

nasa “snipe”	najs
tavo “axe”	tajf
sado “drum”	sajt
vado “filly”	vajt
dini “drizzle”	dʒin

Dritok by Don Boozer

	LABIAL	CORONAL	PALATAL	RETROFLEX	UVULAR	GLOTTAL
STOP	p, pʼ	t, tʼ			q, qʼ, qˀ	
AFFRICATE		tsʼ, tr̥ʼ	cçʼ			
CLICK	ʘ, ʘʷ	ǀ, ǀʷ	ǂ, ǂʷ		ʞ	
FRICATIVE	ɸ	s, ɬ	ç	ʂ	χ	h
NASAL	ˀm̥					
APPROX.		r̥			ʘ	

STRESS AND TONE

Stress

Prominence associated with some syllable.

Stress

subject (n) vs. subject (v)
pervert (n) vs. pervert (v)

Stress

PROMINENCE

-Intonation

-Length

-Volume

Stress

Fixed
Predictable
“Unpredictable”

Fixed Stress

FINNISH

sauna

Suomea

sampo

Fixed Stress

TURKISH

kitap

evler

tarafından

Fixed Stress

HAWAIIAN

Kamehameha

pua‘a

Moana

Predictable Stress

ARABIC

kita:b

walad

kataba

katabta

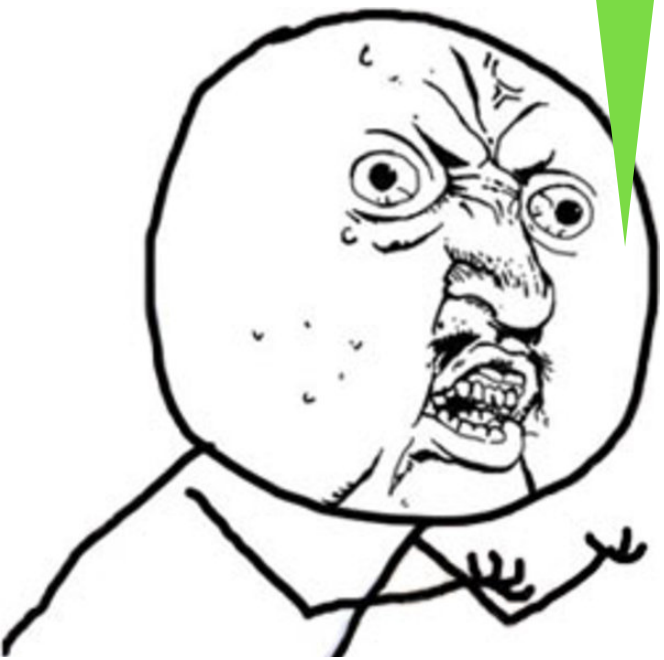
Predictable Stress

Heavy Syllable: Language dependent, but V:, VC, V:C, VCC, VV. Each unit called a mora.

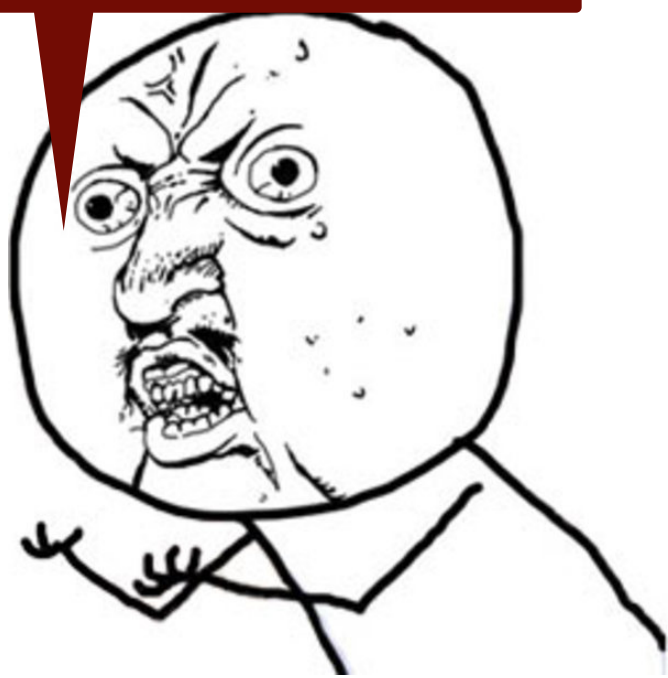
Predictable Stress

Optimality Theory: What you hear is the least bad version of the language.

Y U PUT STRESS CLOSE TO THE END OF THE WORD!



Y U NO STRESS HEAVY SYLLABLES!



Predictable Stress

ARABIC
/ka.ta.ba/

Predictable Stress

ARABIC

/ˈka.ta.ba/

Predictable Stress

ARABIC
/ka.tab.ta/

Predictable Stress

ARABIC
/ka.ˈtab.ta/

Predictable Stress

ARABIC

/ki.ta:b/

Predictable Stress

ARABIC

/ki.ˈtaːb/

Predictable Stress

Heavy σ > RT Edge

Predictable Stress

ARABIC
/wa.lad/

Predictable Stress

ARABIC
/ˈwa.lad/

Predictable Stress

ARABIC

“Long Vs more important!”

“They have to be SUPER heavy!”

Predictable Stress
ARABIC

*kita:bu > kita:b

*waladu > walad

*kataba > kataba

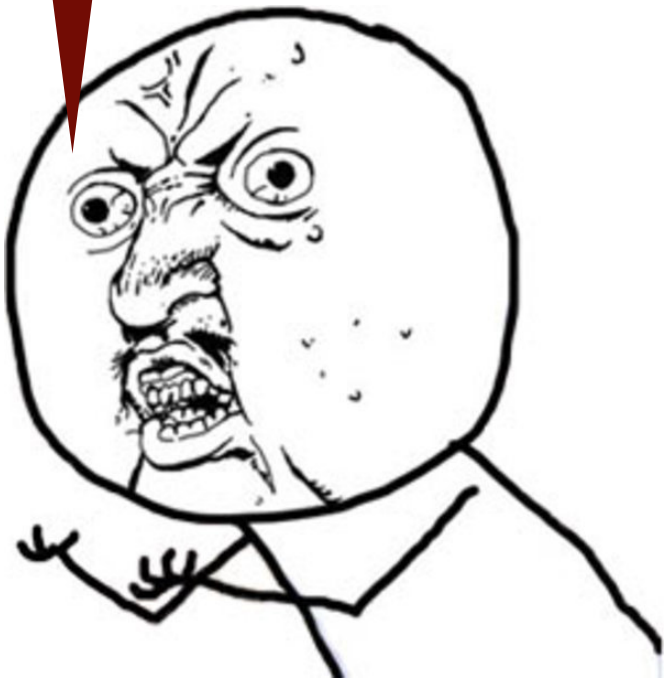
*katabta > katabta

Regular rules + sound change + borrowing + analogy = “unpredictable” stress.

Unpredictable Stress

subject vs. subject

HOW U LEARN!!!!!!!!!!



WHO CARES?!

Tone

Intonation routinely associated with specific syllables.

Tone

˥ ˦ ˧ ˨ ˩

5 4 3 2 1

H HM M LM L

Tone

Contour Register

Contour

mā (媽/妈) 'mother'

má (麻/麻) 'hemp'

mǎ (馬/马) 'horse'

mà (罵/骂) 'scold'

ma (嗎/吗) (an interrogative particle)

Register

shekára [ʃeː.ka.raː] "year" (LHL)
shekarú [ʃeː.ka.ruː] "years" (LH)
surúká [su.ru.kaː] "mother-in-law" (LH)
surukúwá [su.ru.ku.waː] "mothers-in-law" (LH)

Tonogenesis

How you get ‘em.

Tonogenesis

*CVC > Contour

*CV > Register

Tonogenesis

(1) Stress > Tone

es.ˈta.ðɔ > è.táɔ̀

Tonogenesis

(2) C-Loss > Tone

Tonogenesis
Loss of voicing/phonation of #C_ > tone levels.
Loss of phonation/C _C# > contours.

Tonogenesis

SIMPLE

#C_: [+voice] = L

[-voice] = H

Tonogenesis

SIMPLE

_C#: Loss of F = L

Loss of S = H

Tonogenesis

COMPLEX

#C_: Breathiness/murmur associated with L (murmuring associated with [+voice]). Tenseness (i.e. [-voice]) associated with H.

Tonogenesis

COMPLEX

_C#: Tenseness of stop pronunciation associated with H; breathiness associated with L.

Tonogenesis

BUT!

H tone reconstructed from _?# from Language A1; L tone from Language A2.

L tone reconstructed from _h# from Language B1; H tone from Language B2.

Tonogenesis

Has to do with *how* tense the glottal stops were pronounced, etc.

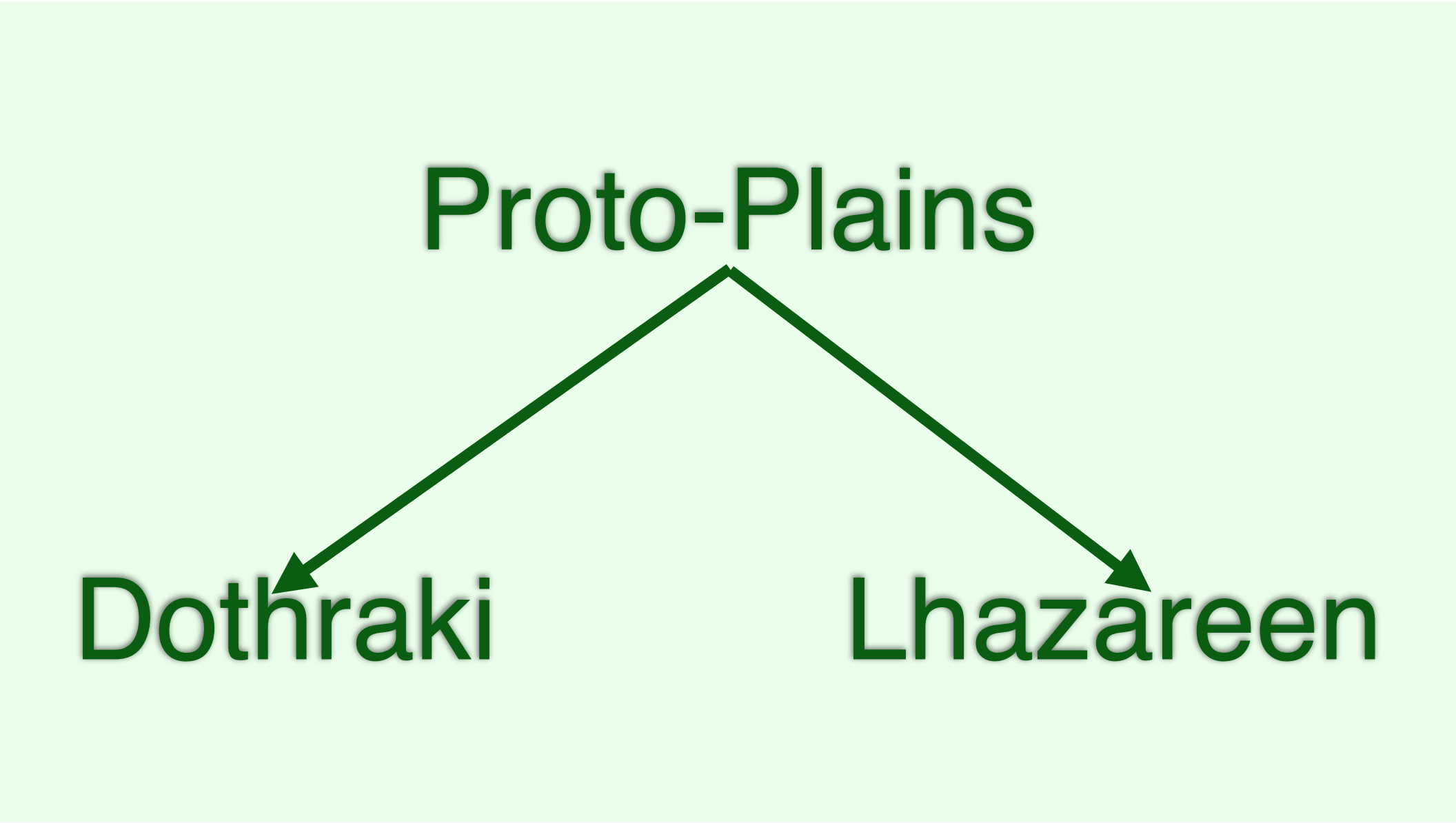
Tonogenesis

Summary: Stick to your story; you're probably good.

DOTHRAKI

Language of the Dothraki people who live in the Dothraki Sea, in the middle of Essos.

Morosh
Saath
Vaes Graddakh
(Sarys)
Kingdom of Sarnor
Omber
Bay of Tusks
Vaes Leisi
Kingdoms of the Ifeqevron
(Ibbish)
Realm of Jhogwin
Krazaaj Zasqa
Vaes Athjikhari
(Sallosh)
Womb of the World
Mother of Mountains
Vaes Dothrak
Steel Road
Vaes Leqse
(Gornath)
Vaes Khadokh
(Essaria)
Vojjor Samui
(Kasath)
Vaes Khewo
(Sarnath)
Yalli Qamayi
(Sathar)
The Dothraki Sea
Vaes Diaf
(Hazdahn No)
Vaes Efe
Vaes Mejhah
Vaes Jini
(Yinishar)
Stone Road
Krazaaj Has
(Ghardaq)
Adakhakileki
Samyriana
Bone Mountains
Painted Mountains
Skahazadhan
Meereen
Khyzai Pass
Hesh
Kosrak
Lhazar
The Red Waste
The Demon Road
Bhorash
The Black Cliffs
Yunkai
Mantarys
Bay
Lhazosh


Proto-Plains
Dothraki
Lhazareen

CONSONANTS	LABIAL	DENTAL	ALVEOLAR	PALATAL	VELAR	UVULAR	GLOTTAL
STOP	p/b	t/d		tʃ/dʒ	k/g	q	
CONTINUANT	f/v	ɬ	s/z	ʃ/ʒ	x/ɣ		h
NASAL	m	n					
LATERAL		l					
FLAP/TRILL			ɾ, r				
GLIDE				j	w		

CONSONANTS	LABIAL	DENTAL	ALVEOLAR	PALATAL	VELAR	UVULAR	GLOTTAL
STOP		t/d		tʃ/dʒ	k/g	q	
CONTINUANT	f/v	θ	s/z	ʃ/ʒ	x		h
NASAL	m	n					
LATERAL		l					
FLAP/TRILL			ɾ, r				
GLIDE				j	w		

VOWELS	FRONT	CENTRAL	BACK
HIGH	i	ɨ	u
MID	e	ə	o
LOW		a	

VOWELS	FRONT	CENTRAL	BACK
HIGH	i		
MID	e		o
LOW		a	

Allophony

N > [αplace] / _C[αplace]

*dʒalan + qoji > dʒalaɴqɔji

Allophony

V > [-high ~ +back] / q_

*qoj > qɔj *qiɬ > qeθ

*qeʃah > qɛʃaħ

*qana > qɑna

Allophony

V > [-round] / C[+dental]_

*doɬrak > dɤθrak

Allophony

r > r / #_V, _#

*aɬhadʒar > aθhadʒar

*riʒ > riʒ

Phonotactics

#_ = any C or V

_# = any V; no /w, q, g/

_V = any V or C

V_ = any V or C

Phonotactics

REPAIR

Ø > e / {q, w, g}_#

*tʃoq > tʃoqɛ

Phonotactics

#CC = C[+stop]{r, l, w}

#CC = h,{r, l}

#CC = {m, n}{r, l, h}

Phonotactics

EXCEPTIONS

*tw, *dw

fr, fl, vr, vl

Phonotactics

CC# = inverse sonority hierarchy

Phonotactics

REPAIR

Ø > e / CC_#

*add > adde

Stress

C# = ultimate
VCCV# = penultimate
…V# = initial

Stress

*doɬrak > dɣ.ˈθrak

*diʃattʃra > di.ˈʃat.tʃra

*doɬraki > ˈdɣ.θra.ki

Stress

EXCEPTIONS

me- COMP

'an.ha ne.'sak me.'je.ri 'e.ri.ni

Stress

EXCEPTIONS
-CCeja
dʒo.ˈrok.ke.ja

Sound Changes

PREFACE

Dothraki separated from Lhazar due to cultural differences.

Sound Changes

V[+round] > [-high]

*u > o

Sound Changes

RESULT

*idu > idɤ “wooden”

*ido > idɤ “moaned”

Sound Changes

C[+labial] > [+cont]

*p, *b > f, v

Sound Changes

RESULT

*bad > vadɤ “turnip”

*vad > vadɤ “filly”

Sound Changes

RESULT

*bruz > vroz “slow”

*plas > flas “surface layer”

Sound Changes

C[+cont, +dent] > [-lateral]

*ɬ > θ

Sound Changes

RESULT

*doɬrak > dɤθrak

but *#θr

Sound Changes

V[-front, -back] > Ø / _#

ɨ > i, ə > e / elsewhere

Sound Changes

EXCEPTIONS

*#C(C)VC{ɨ, ə} >
#C(C)VC{i, e}

Sound Changes

RESULT PARTATIVE -ə/-ɨ

Sound Changes

Ch > [+cont]

*ph > f, *th > θ, *tʃh > ʃ,
*kh > x, *qh > x

Sound Changes

RESULT

*aphisi > afisi “of the fly”

*haw fisi > afisi “you will be clean”

Sound Changes

C[+son, -syl] > [+con] / #_

*w > v, *j > 3

Sound Changes

RESULT

*wap > vaf “sheep”

*janɨ > ʒani “spear”

Sound Changes

*ɣ > Ø / V_(V)

*ɣ > j / #_

Sound Changes

RESULT

*ɣesi > jesi

Mistakes

GENITIVE
xal ~ xali
ko ~ kosi

Mistakes

GENITIVE
xaleesi ~ xaleesisi

Mistakes

GENITIVE

(1) xaleesis

(2) xaleessi

(3) xa.le.e.ˈsi

Mistakes

But I forgot. :(

Mistakes

rhae /rhae/

hrakkar /hrakkar/

Qotho /qoθo/

shierak /ʃierak/

Mistakes

khal /xal/

khaleesi /xaleesi/

Mistakes

khalisi /xalisi/

Mistakes

*ɣesi > jesi

Mistakes

*xal > xal

*xal-ɣesi > xaleesi

Mistakes

xa.ˈle.e.si

Mistakes

bláck bírd (2 words)
bláck bìrd (compound)

Questions?

CONLANG PHONOLOGY ASSIGNMENT

LINGUISTICS 183
WEEK 2

Klingon by Marc Okrand

	Singular	Plural
animal limb	ɣɑm	ɣɑmquʔ
hand	ɣopʰ	ɣopʰquʔ
man	loq	loqpʰuʔ
back	qub	qubquʔ
mother	ʂoʂ	ʂoʂpʰuʔ
runner	qʰɛtʰwɪʔ	qʰɛtʰwɪʔpʰuʔ

NOMINAL MORPHOLOGY

NOUNS

CVC

CCVC

VCVC

sun
person
bone

man/woman
tree
blood

Morphology: Interrelationships between words that result in grammatical, rather than lexical, meaning.

cat ~ cats

goose ~ geese

Russian
/kniga~knig/

Spanish

[ˈa.βlɔ] “I speak”

[a.ˈβlɔ] “s/he spoke”

a man ~ the man

men ~ the men

French
un garçon ~ le garçon
des garçons ~ les garçons

The boy eats.

The boy is eating.

The boy hears.

??The boy is hearing.

Affix: A bit of phonological material that attaches to a word.

*lix “body”
*knixt + lix “in the body of a knight”
*knixtlix “like a knight”
knightly

Suffixes

cat~cats
dog~dogs
bush~bushes

Suffixes

German

Buch~Bücher

Reit~Reiter

Suffixes

Finnish

talo~talossa

Skotlanti~Skotlannissa

Helsinki~Helsingissä

Prefixes

udʒi~lədʒi
ðamala~jamala
ŋini~ɲini

Circumfixes

elongate

Circumfixes

Georgian
didi “large”
sidide “size”

Infixes

bilí

binilí

bumilí

Infixes

alís
inalís
umalís

Infixes

/in + bilí/

(1) inbilí (4)ibnilí

(2) ibilí (5) nibilí

(3) inibilí (6) binilí

Suprafixes

subject~subject

Suprafixes

Hausa

sáɽ.kíː nèː

jáː.ɽòː néː

Suprafixes

sing
sang
sung

Suprafixes

katabtu

katabat

kutub

kitaab

Suffixes: Common for inflection, derivation, or anything.

Prefixes: Less common for inflection, common for derivation.

Circumfixes: Rare, about 50/50 inflection vs. derivation.

Infixes: Vanishingly rare. Arise from prefixes, suffixes, or analogy. Inflection common; agrammatical usage common.

Suprafixes: Quite common—especially in conjunction with another affix. Inflection or derivation.

Reduplication: The repetition of part or all of a word.

Reduplication

Hawaiian

‘au = swim

‘au‘au = bathe

Reduplication

Turkish

kitap = book

kitapmitap = books and stuff

Reduplication

Japanese
toki = time
tokidoki = sometimes

Reduplication

"Do you like him, or do you *like* like him?"

Reduplication

hanky-panky

loosey-goosey

topsy-turvy

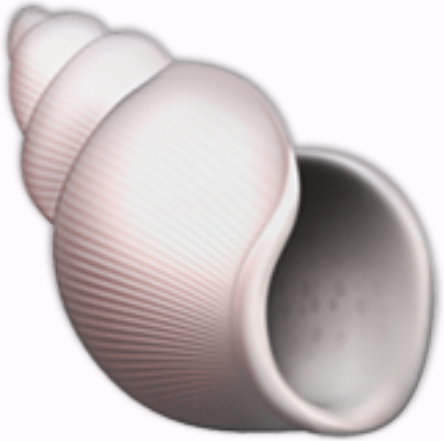
harakiri > /hɛɹikɛɹi/

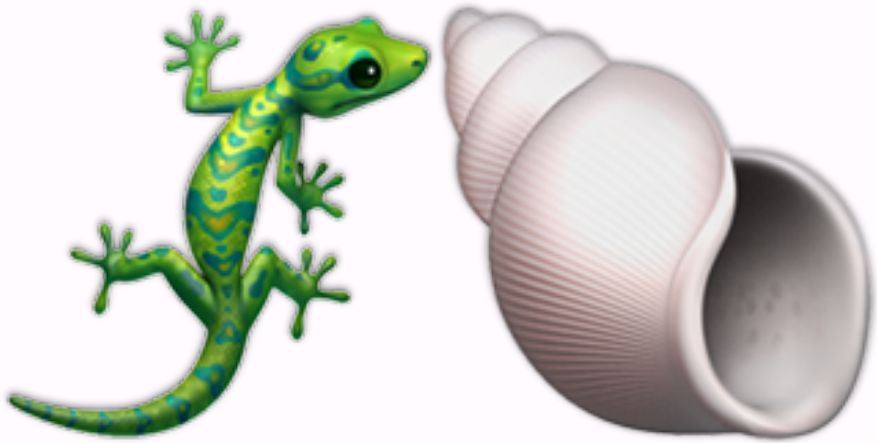
Reduplication
Attic Greek
lu- > lɛlu-
pɛmp- > pɛpɛmp-
kriː- > kɛkri-

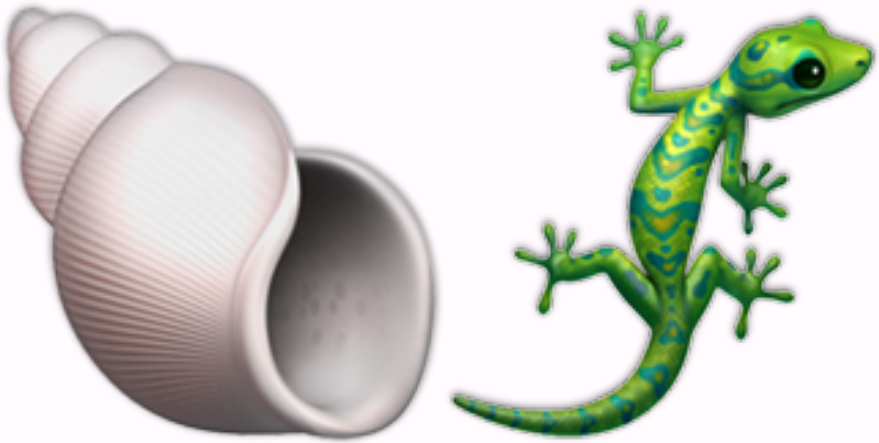
Every language uses reduplication. Many use it grammatically. Can arise ex nihilo.

Often associated with: diminutives, augmentatives, pluralization, collectives, duratives, definiteness, perfect.

EVOLVING AFFIXES







N-MOD
MOD-N

*lix “body”

*knixt + lix “in the body of a knight”

*knixtlix “like a knight”

knightly

knight’s body
MOD-N

Middleton
Pittsburgh
Anaheim
Peterson

Generally the head becomes the affix.

Middleton > Middle town

Generally affixes reduce phonologically further than the rest of the language.

NUMBER

Nominal Number: How many of a thing there is.

Count vs. Mass

Count number: Individuable units referred to separately by the grammar.

Mass number: Inindividuable masses referred to as a clump.

tree vs. grass

I've a tree on my estate.
That's the tree there.
Do you have any trees?
These are the trees I mean.
All three trees.

*I’ve a grass on my estate.
@That’s the grass there.
?Do you have any grasses?
?These are the grasses I mean.
?*All three grasses.

my hair ~ ?my hairs
mein Haar ~ meine Haare

Singular
Dual
Trial
Plural

Singular: Ubiquitous
Dual: Not Uncommon
Trial: Vanishingly Rare
Plural: Crazy Common

Tetral: Turned out that guy was wrong.

Paucal Collective

Paucal: Uncommon Collective: Somewhat Common

Singulative
Common

Singulative: Uncommon
Common: Uncommon

Singulative

adar “birds” ~ aderyn “bird”

coed “forest” ~ coeden “tree”

plant “children” ~ plentyn “child”

No Number

No Number: Not Uncommon

EVOLVING NUMBER

Plural

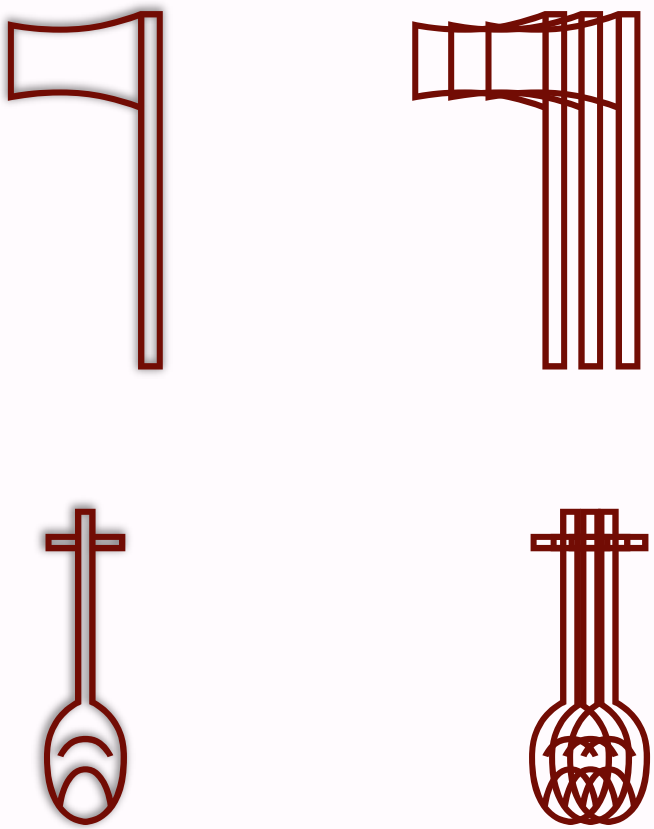
Three

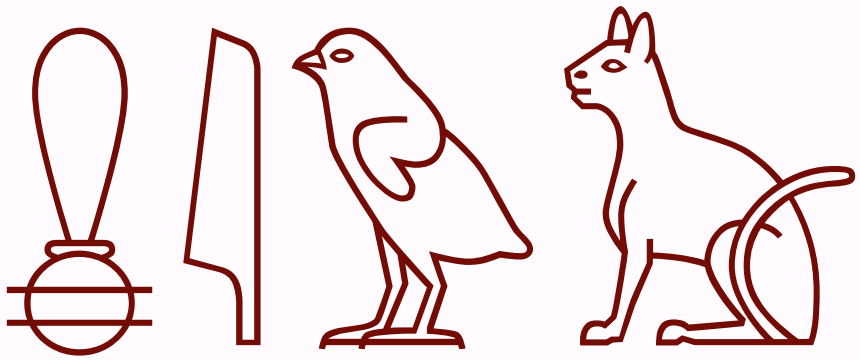
Many/Much

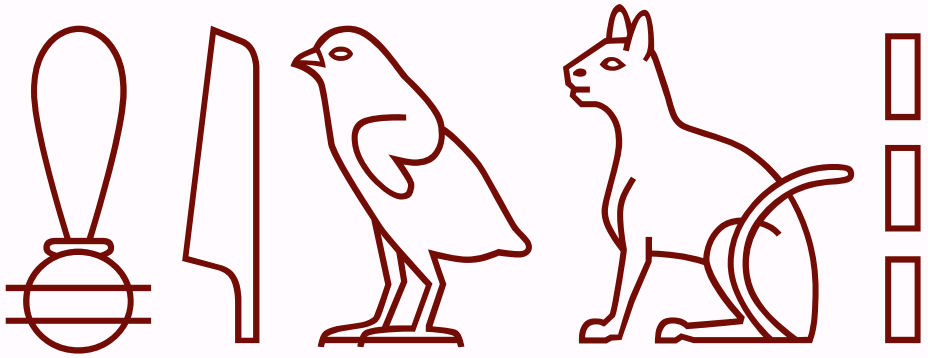
Pile/Heap

Bunch

Reduplication







Singulative

One
Diminutive (Child, Small, Small Object, etc.)

Paucal

Hand, Palm, Handful
Arm
Gather

Collective

Gather
Group
Classifier

Dual/Trial

Two
Three

Articles

Affixes that didn’t make it.

Articles

le ~ les

la ~ las

Articles

*ille ~ *illos

*illa ~ *illas

Articles

Indefinite
one
person/individual

Articles
Definite
this/that
here/there
she, he, it

MODIFIERS

Noun-Like Modifiers
Verb-Like Modifiers

the red cat
the big cat
the soft cat

The Reds
The Blues

Red is a good color.
Blue is a good color.

?Give me the big.
Give me the big one.

After rotating, the Spurs send their two bigs at Curry, and he just blows right by them.

red ≈ redness

big ≠ bigness

red ~ redder ~ reddest

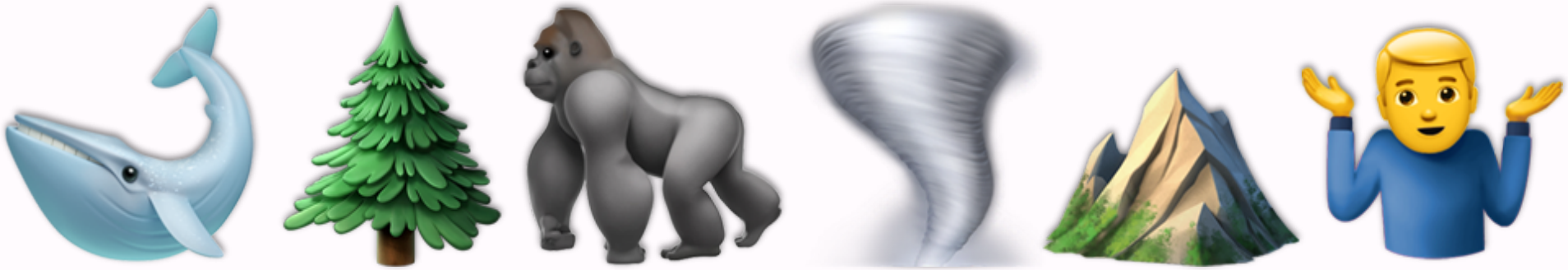
big ~ bigger ~ biggest

incredible ~ *incredibler ~ *incrediblest

“We all know we are the 4th winningest franchise in NBA history.”

*?#@The Suns are a (more?) winninger franchise than the Jazz.

pak



kum

kum pak

a man a big one

a big one man

Head-Mod
Mod-Head

Head-Mod Suffixes

Mod-Head Prefixes

Demonstratives: Specify location, definiteness, or nearness of a noun.

Demonstratives

Usually primitives.

Demonstratives

Usually “close to me” and “not close to me”, or “close to me”, “close to you”, or “close to neither”.

Demonstratives

Proximal/Medial/Distal
Visible/Invisible
Base/Side/Summit

Demonstratives

Noun-Like Demonstratives Take Case Can Stand Alone

Demonstratives

Particle-Like Demonstratives Don’t Take Case Can’t Stand Alone

Tonight

(1) Create Nouns
(2) Find a Noun Case Grammar

Brithenig by Andrew Smith

English	Masculine SG	English	Feminine SG
hut	ill bwrdd	hut cluster	lla fwrdd
tree	ill bwsc	forest	lla fwsc
egg	ill ew	eggs	lla ew
bone	ill ws	bones	lla ws
branch	ill rham	tree leaves	lla ram

NOUN CASE

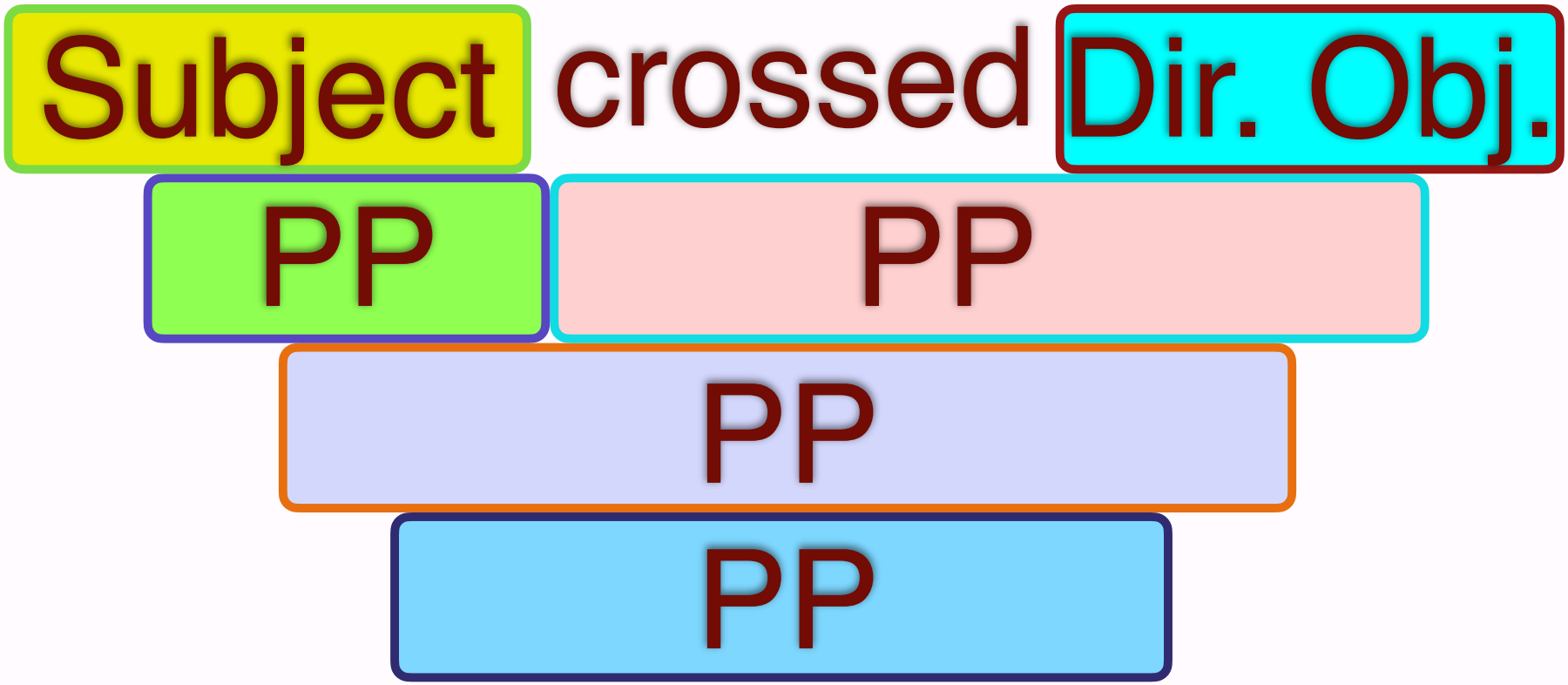
Noun case: Changing the form of the noun to indicate its grammatical role in the sentence.

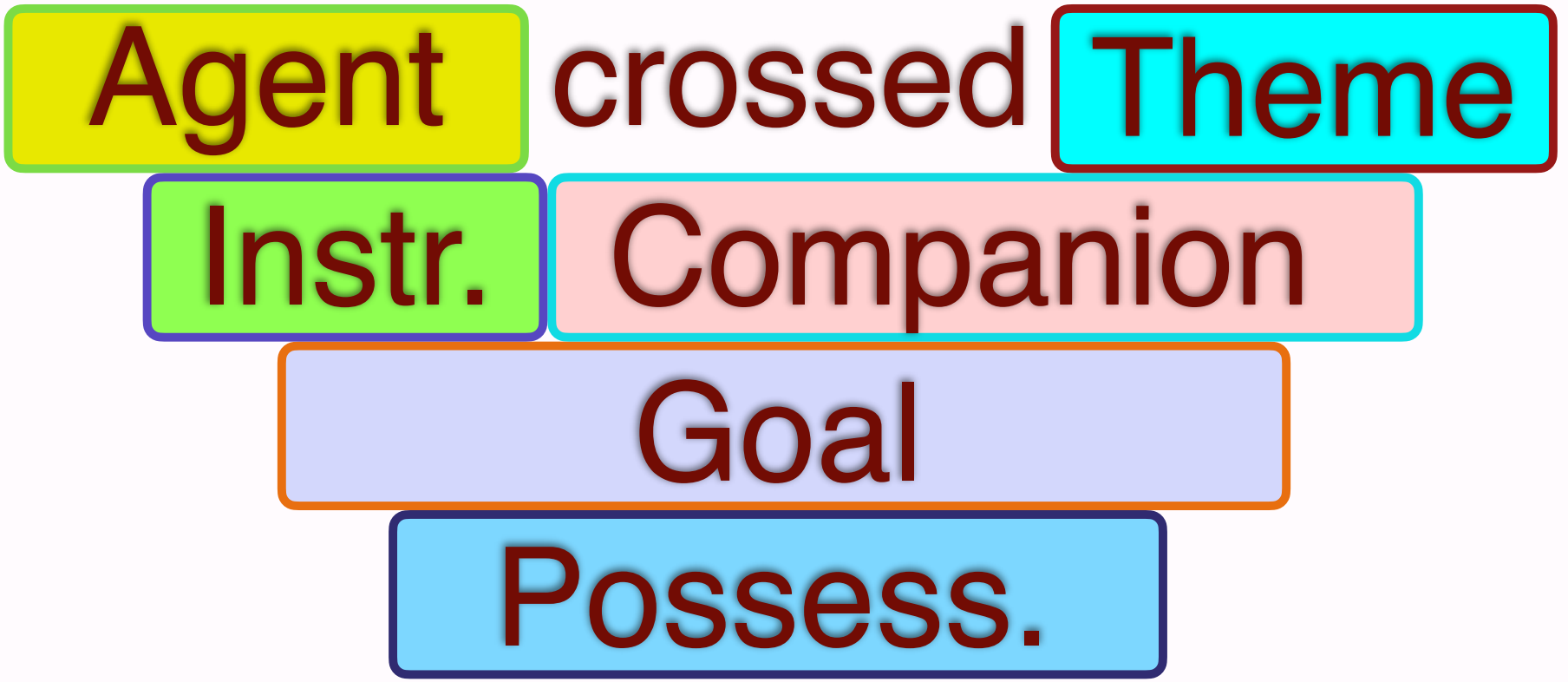
I saw her.

Me saw she.

The boy crossed the field
by car with his friend
to the other side
of the valley.

The boy crossed the field
by car with his friend
to the other side
of the valley.


Subject
crossed
Dir. Obj.
PP
PP
PP
PP


Agent
crossed
Theme
Instr.
Companion
Goal
Possess.

Agent: _ V

Patient: V _

Theme: V _

Instrument: by/with _

Companion: with _

Goal: to(wards) _

Agent: _ V

Patient: V _ [+Partitive/Gen.]

Theme: V _ [+Partitive/Gen.]

Instrument: V _ [+Instr./Ade.]

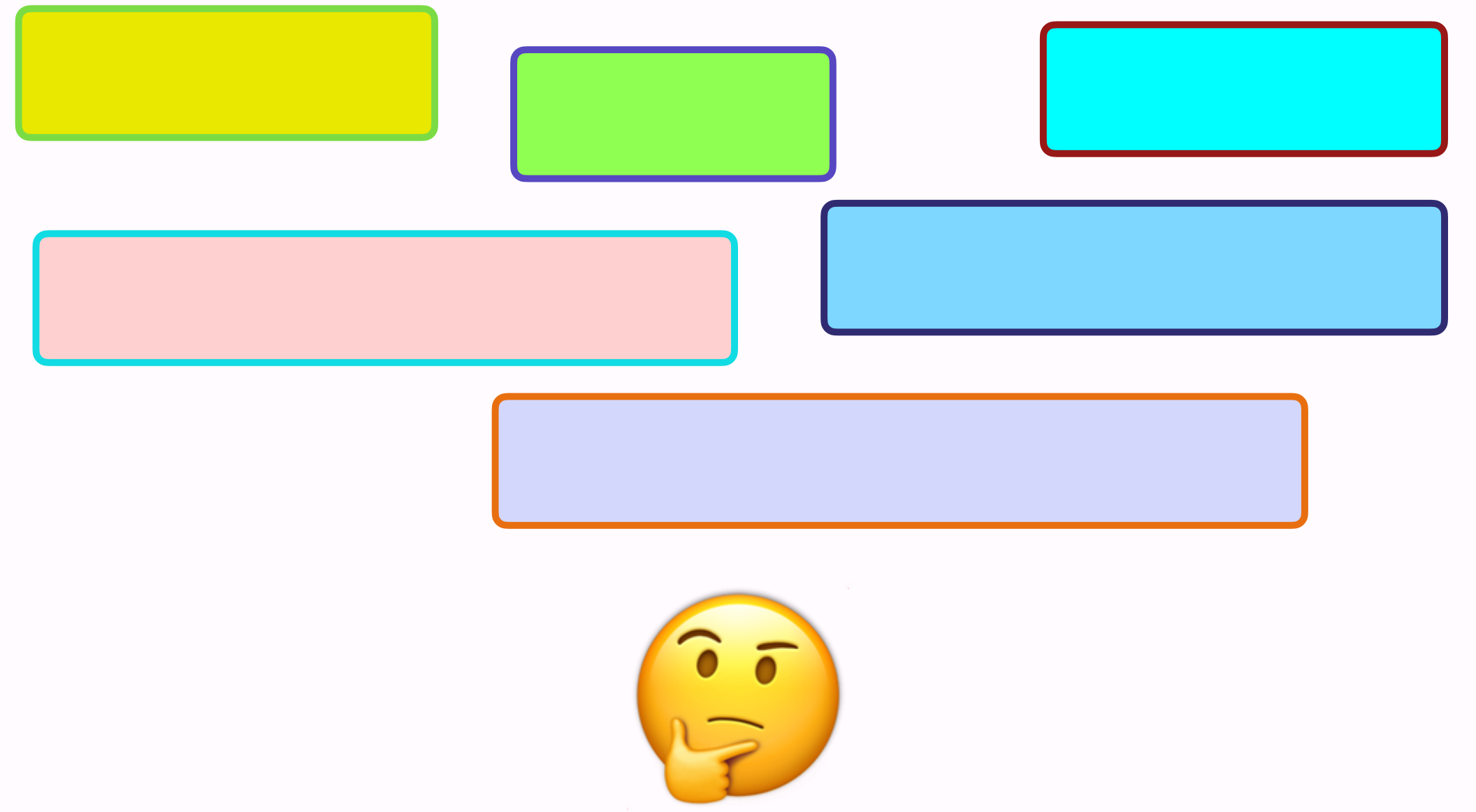
Companion: V _ [+Gen.] kanssa

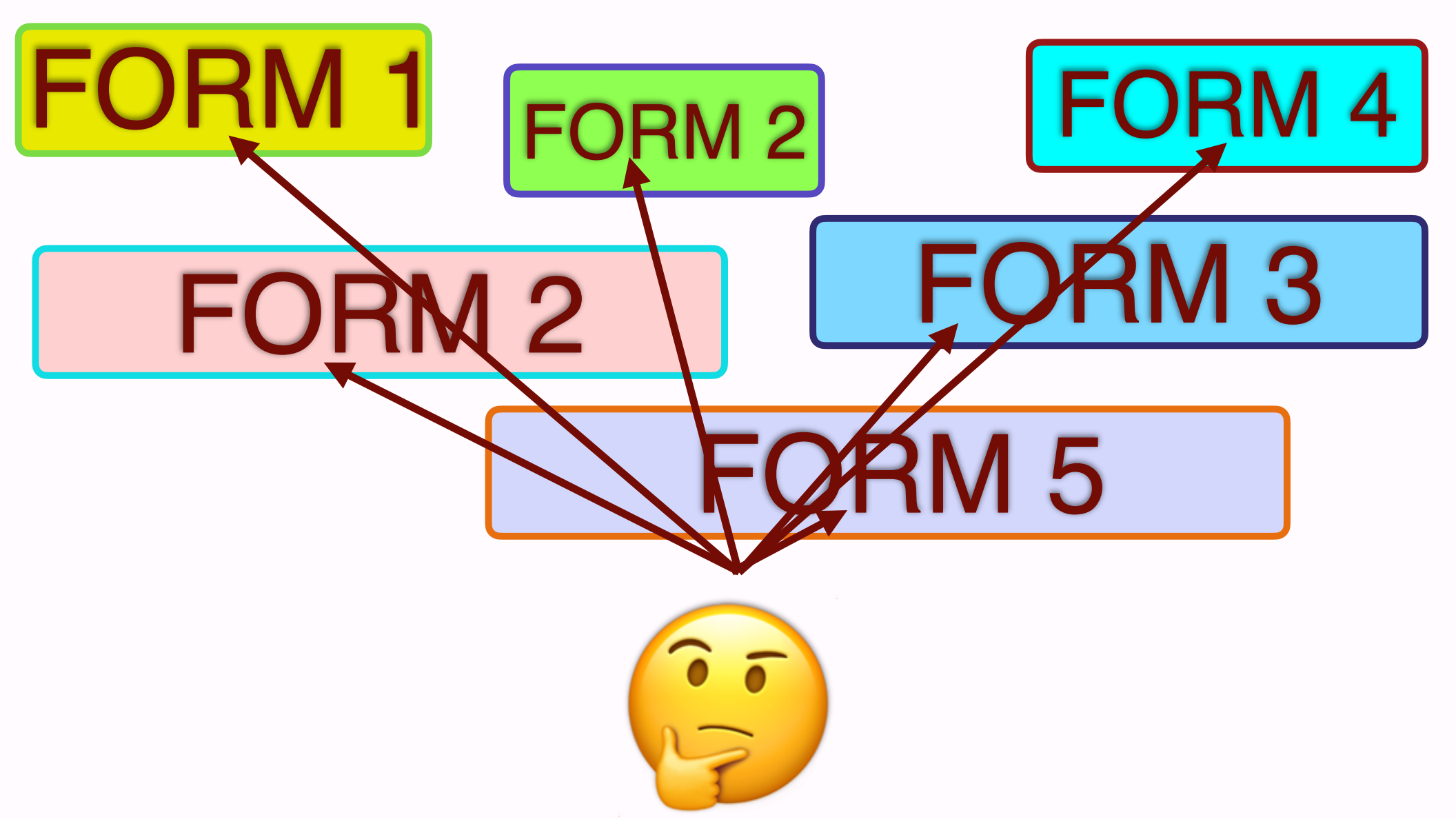
Goal: V _ [+allative/illative]

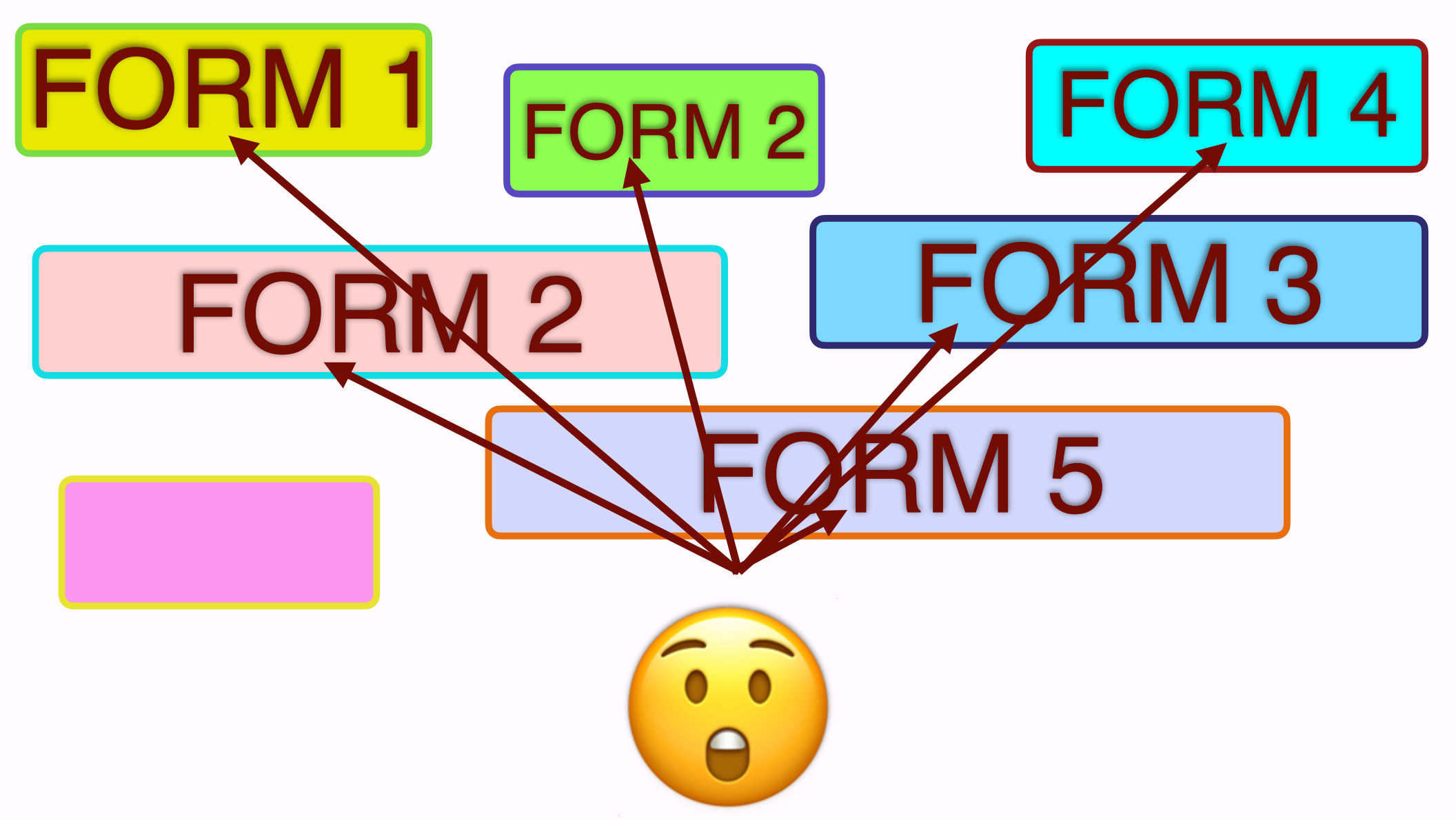
Agent: talo
Patient: taloa/talon
Theme: taloa/talon
Instrument: taloin/talolla
Companion: talon kanssa
Goal: talolle/taloon

Languages do with case what other languages do with adpositional phrases.

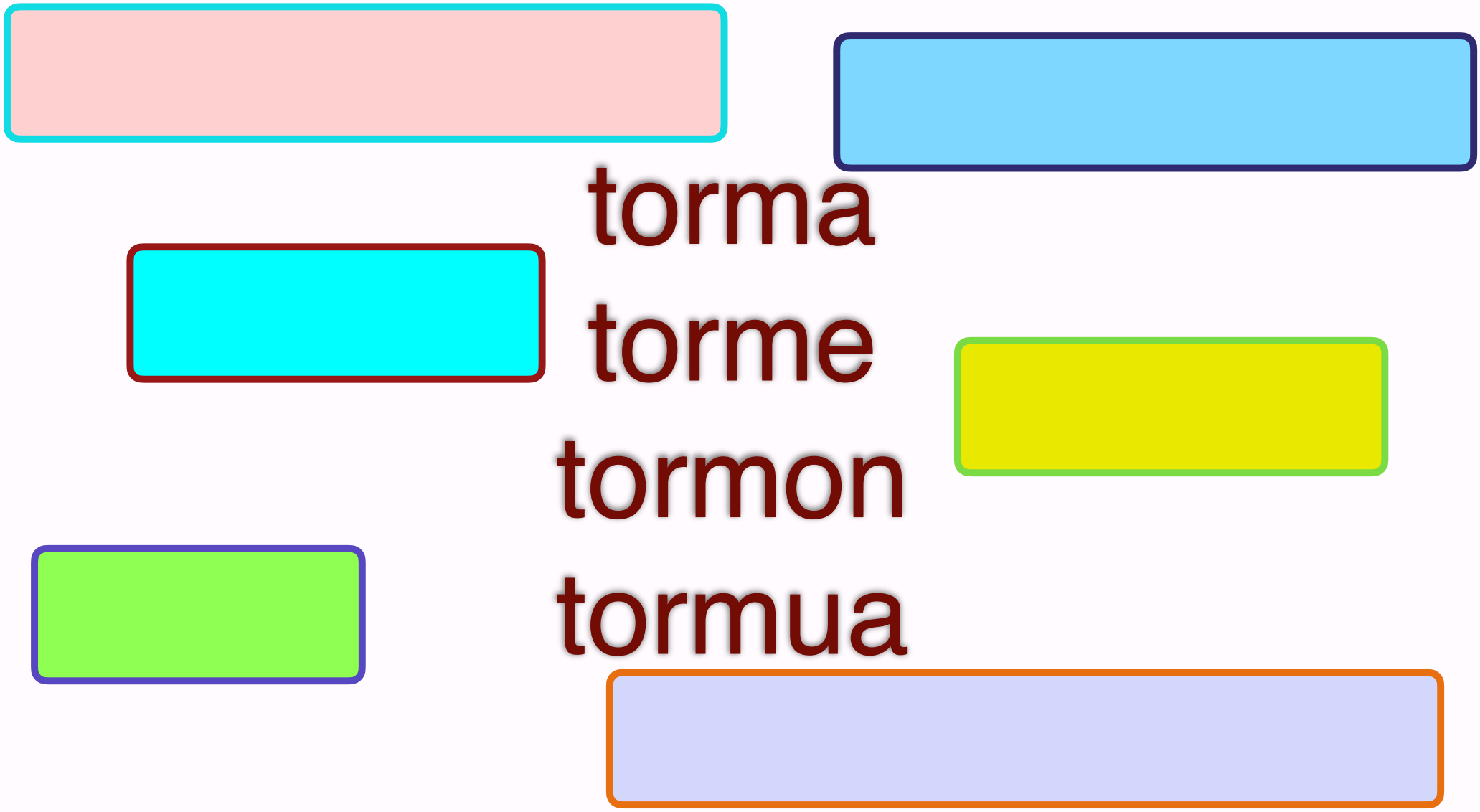
Case is language specific; it does *NOT* line up perfectly with semantics, theta rules, syntax—anything.

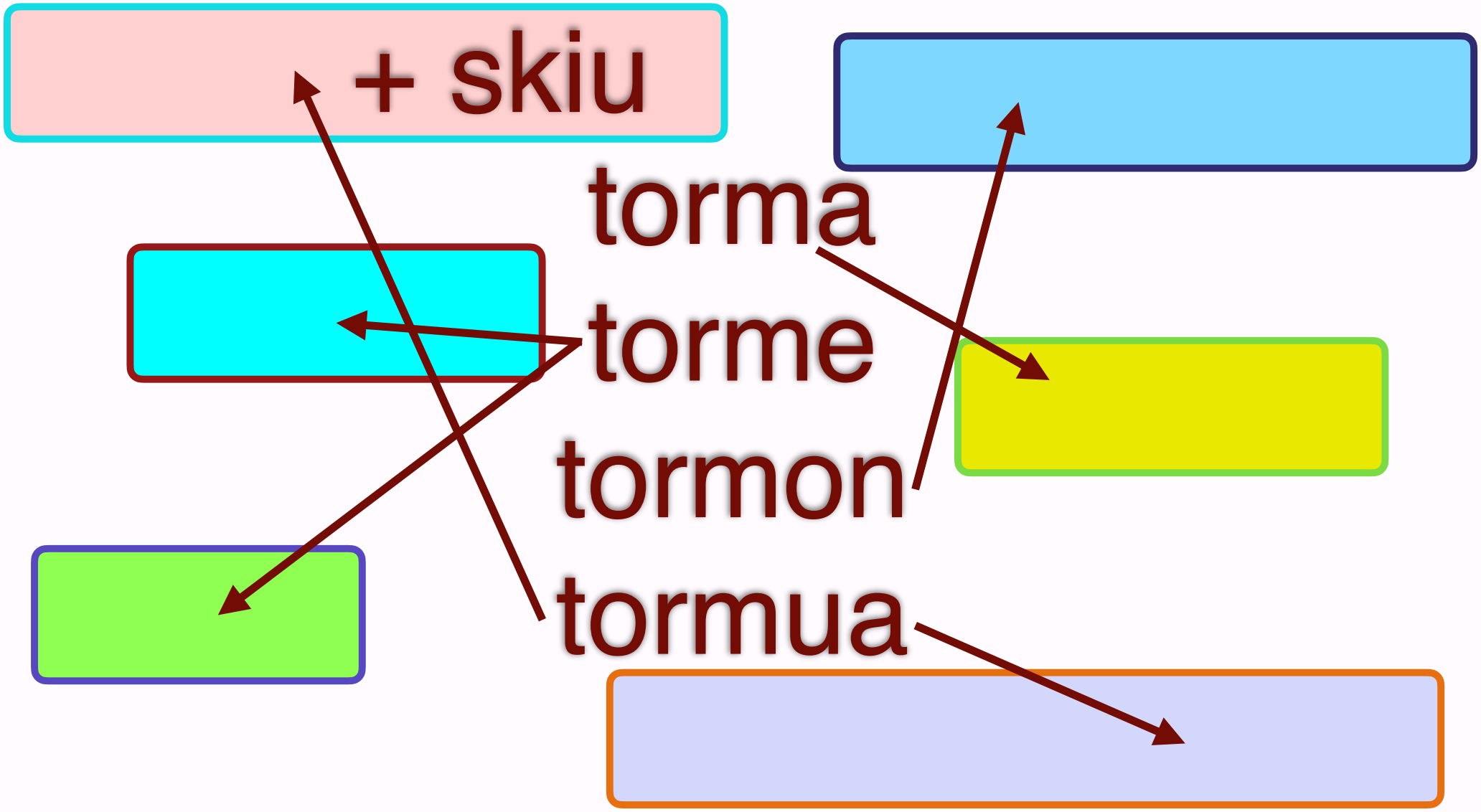



FORM 1
FORM 2
FORM 4
FORM 2
FORM 3
FORM 5


FORM 1
FORM 2
FORM 4
FORM 2
FORM 3
FORM 5

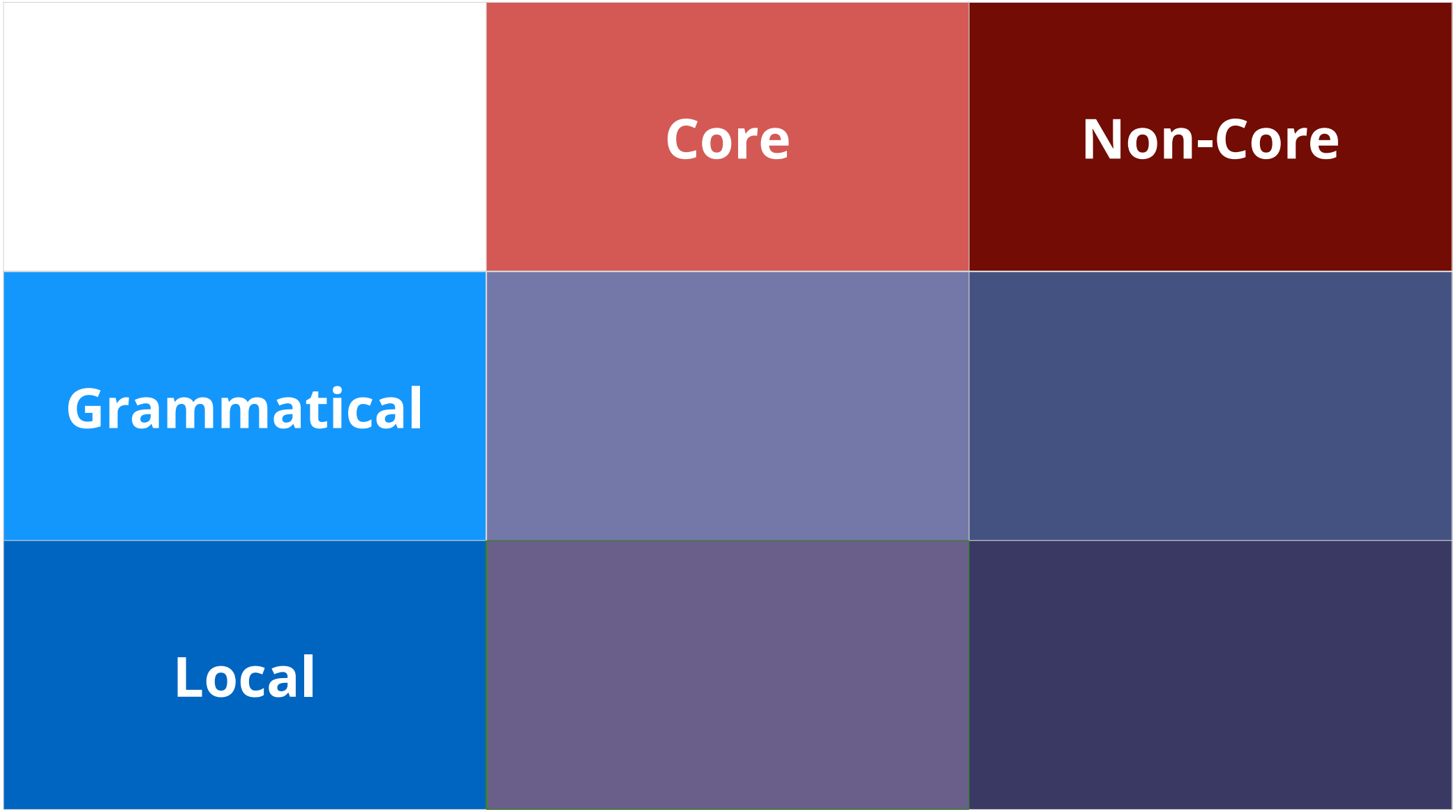
torma
torme
tormon
tormua


torma
torme
tormon
tormua


+ skiu
torma
torme
tormon
tormua

Grammatical Cases
Local Cases

Core Cases
Non-Core Cases


Core
Non-Core
Grammatical
Local

	Core	Non-Core
Grammatical	Nominative Accusative Vocative	Dative Genitive
Local	—	Ablative

	Core	Non-Core
Grammatical	Nominative Accusative Genitive	—
Local	Partitive	Inessive Illative Adessive, etc.

	Core	Non-Core
Grammatical	Nominative Accusative Genitive/Dative	Instrumental
Local	Prepositional	—

Core Cases: More commonly assigned directly by the verb; less adverbial. Less obviously compositional.

Non-Core Cases: Mostly adverbial; rarely required by verbs. Usually fairly compositional.

Nominative: talo/talot
Accusative/Genitive: talon#
Partitive: taloa/taloja*
#takes nominative plural
*frequently irregular

Inessive: talossa/taloissa
Elative: talosta/taloista
Adesive: talolla/taloilla
Ablative: talolta/taloilta

Inessive: talo-s-sa/talo-i-s-sa
Elative: talo-s-ta/talo-i-s-ta
Adesive: talo-l-la/talo-i-l-la
Ablative: talo-l-ta/talo-i-l-ta

Grammatical Cases: Direct grammatical roles (objects, etc.), or quirky cases.

Vocative: Direct address.

dāria “queen”
dārȳs “Queen!”

Genitive: Possession.

dāria “queen”
dārio zaldrīzes “the queen’s dragon”

Nominative: Subject
Accusative: Direct Object
Dative: Indirect Object

Dāria zaldrīzi aōt teptas.
“The queen gave you a dragon.”

Digression

I sleep. = intransitive

I hug her. = transitive

Digression

I sleep. = intransitive

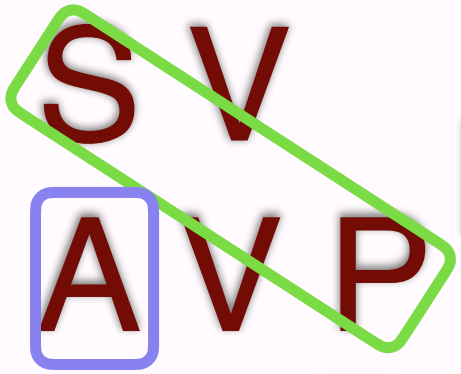
I hug her. = transitive

Digression

Nominative-Accusative

Focus on the one *doing* the action.

Digression



Ergative-Absolutive

Focus on the one *experiencing* the action.

Digression

Tripartite

No focus.

Digression

S V
A V P Positional.

No focus.

Digression

S V
A/P V

Animacy.

"Obvious" who does what to whom.

Digression

kafu nale timoke.
/dog man bite-PST/
“The dog bit the man.”

Digression

kafu nale timokeli.
/dog man bite-PST-INV/
“The man bit the dog.”

Digression

A V P R MANY options.

A V P R

Digression

1. Special R case.
2. Adposition.
3. Worder change.
4. P=R.
5. Special A case.

Local Cases: What we use prepositions for.

Adessive: At the house.
Allative: To the house.
Ablative: From the house.

Inessive: Inside the house.
Illative: Into the house.
Elative: Out from the house.

Super-: on, onto, off of
Sub-: under, to under, from under
Cont-: among, in among, from among

Perlative: by way of the road
Aversive: avoiding the road

Instrumental: with a tool
Comitative: with a person
Abessive: without something

Lots of other crazy cases, but these are specific to a *system*.

Case + Number

sagus ~ sagī
talossa ~ taloissa

	Core	Non-Core
Grammatical	90%	40%
Local	60%	20%

Case + Number

High Valyrian	Singular	Plural
Nominative	vala	vali
Accusative	vale	valī
Genitive	valo	valoti
Dative	valot	valoti
Locative	valā	valoti

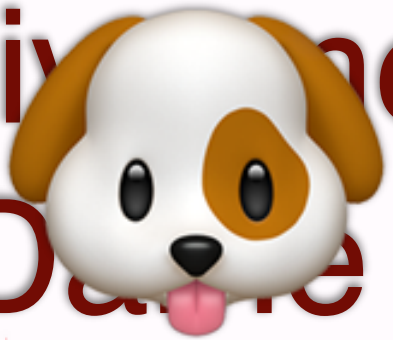
GENDER

Gender = Noun Class

Gender is inherent in and inseparable from the noun it's associated with.

By golly,
it's a boy!

Give me those red books.
Dame esos libros rojos.

Gi  ne th red oks.

Da e escordos.

Give me the red books.
Dame escaporos.

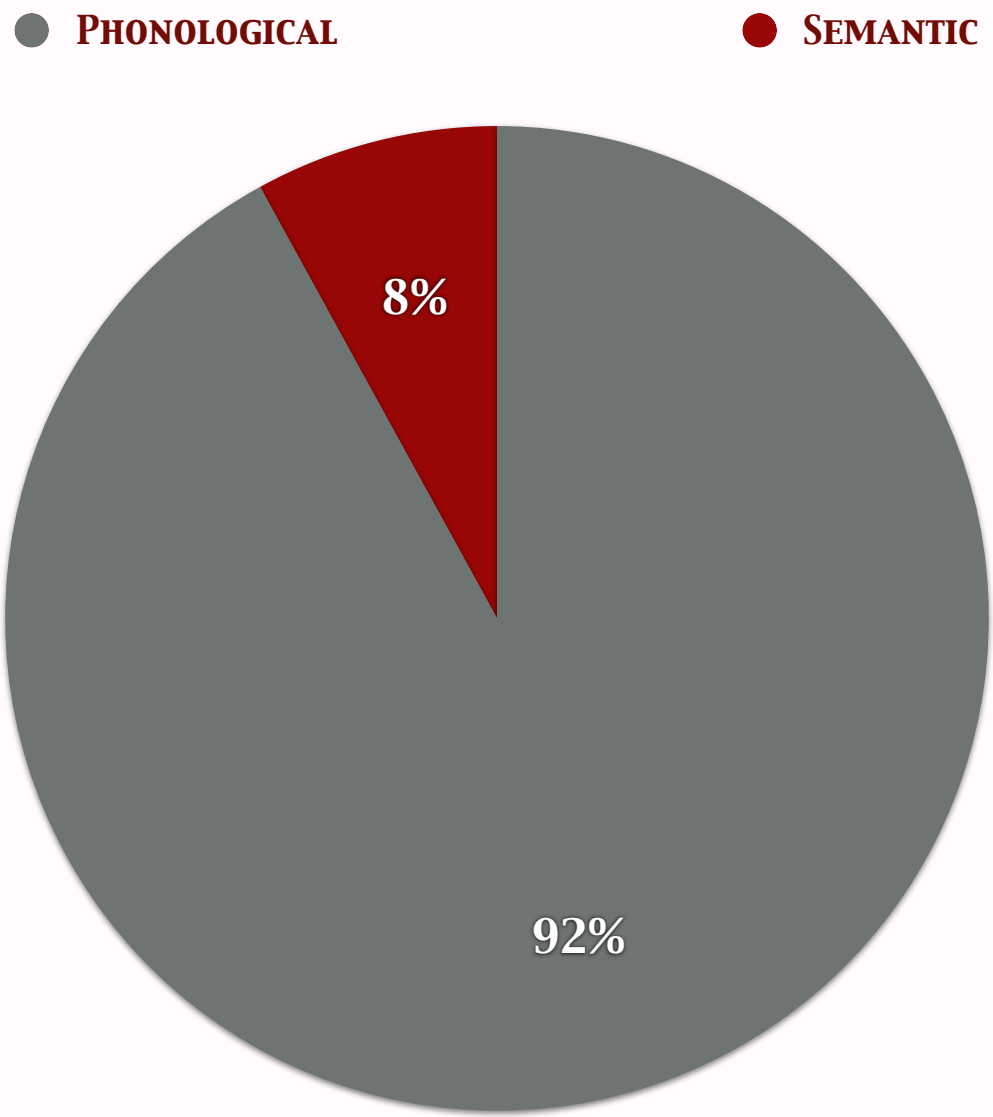
Give me those red books.

Dame esos libros rojos.

Quantity (Count vs. Mass)
Animacy
Shape (Physical/Phono.)
Function
Relationship with Humans

Phonology > Semantics

madre	hombre
niña	niño
cara	estado
esquina	tiempo
canción	animal


PHONOLOGICAL
SEMANTIC
8%
92%

mtoto

mnazi

mke

mchungwa

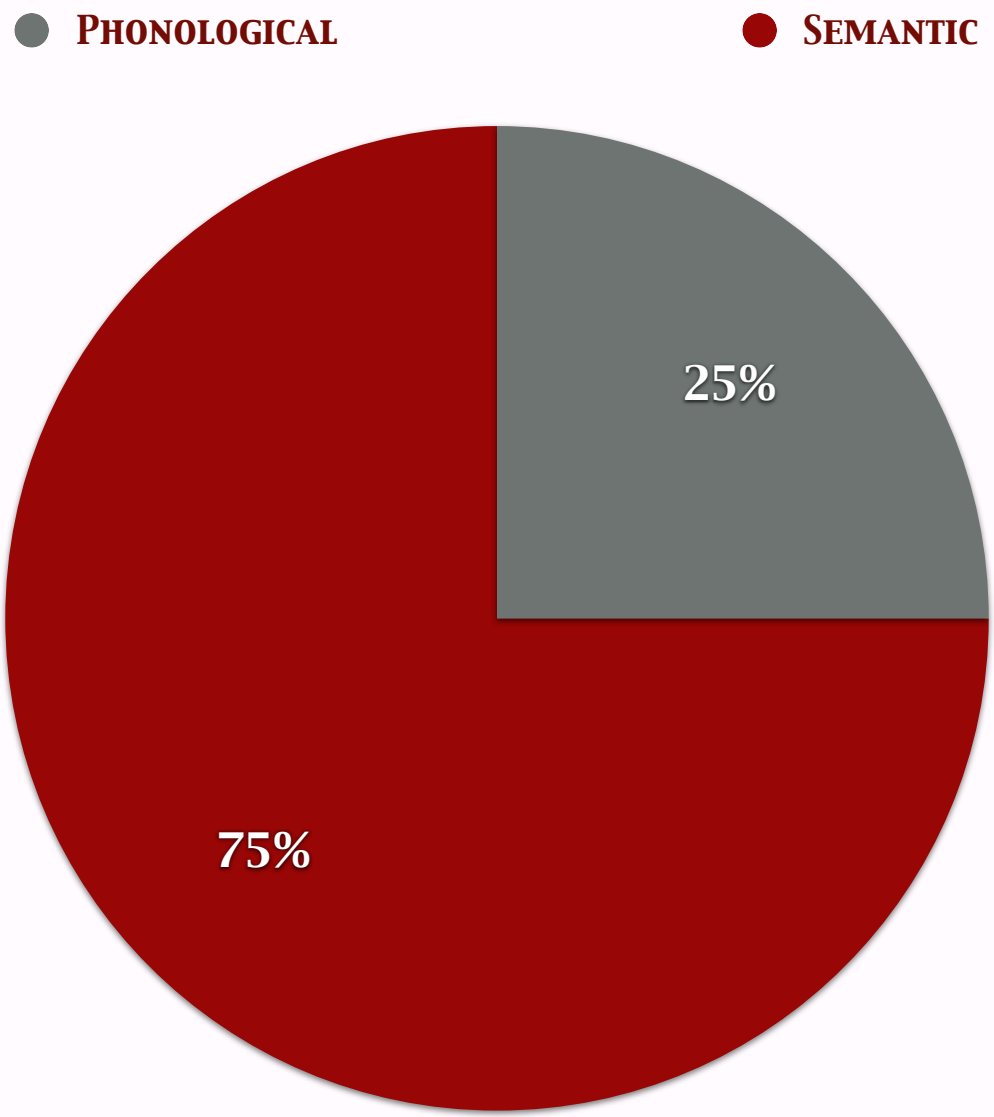
kisu

jina

kilima

jiwa

Class 1: People, animals, birds, insects, fish…
Class 9: Manufactured products, places, abstracts, parts of the body, fruit, natural things…


PHONOLOGICAL
SEMANTIC
25%
75%

Masculine, Feminine

Masculine, Feminine, Neuter

Animate, Inanimate

Human, Animal, Instrument, Plant {Edible/ Inedible}

Human, Animal, Instrument, Plant {Edible/ Inedible}, Places, Abstracts, Small Things, Large Things

a man a big one

mtu mkubwa

mtu mkubwa

Oedipus Rēx

Oedipum Rēgem vidi.

liber ruber

Librum rubrum vidi.

EVOLVING CASE AND GENDER

Basic Words

person, man, woman, child, boy, girl, thing, rock, place, area, tool

toku “man”
mole “cook”
*moletoku > *moledogu >
*moleðoɣu > *molehou >
molehu “male cook”

naki “woman”
mole “cook”
*molenaki > *molenagi >
*molenaɣi > *molenai >
molene “female cook”

rati “group”
mole “cook”
*molerati > *moleradi >
*moleraði > *molerahi >
moleraç “cooks (M or F)”

Semantic class of generic nouns = noun class.

Can also become declension class (e.g. if nominative form has some sort of affix).

Cases > Basic Words

Case	Lexical Source
nominative, absolutive	— (unmarked noun, basic word like “person”)
ergative, agentive	from, with, at, near, hand
accusative, objective, patientive	to, at, on, against, take
dative	to, for, give
genitive	from, for, to, home, property, thing, at

Case	Lexical Source
ablative	come from, leave, from, fall
allative	arrive, go to, see, to
instrumental	with, take, use, from
comitative	comrade, follow, take
partitive	from, child, of
aversive	be, fail, love, near, want

Tonight

(1) Free PA
(2) New MA

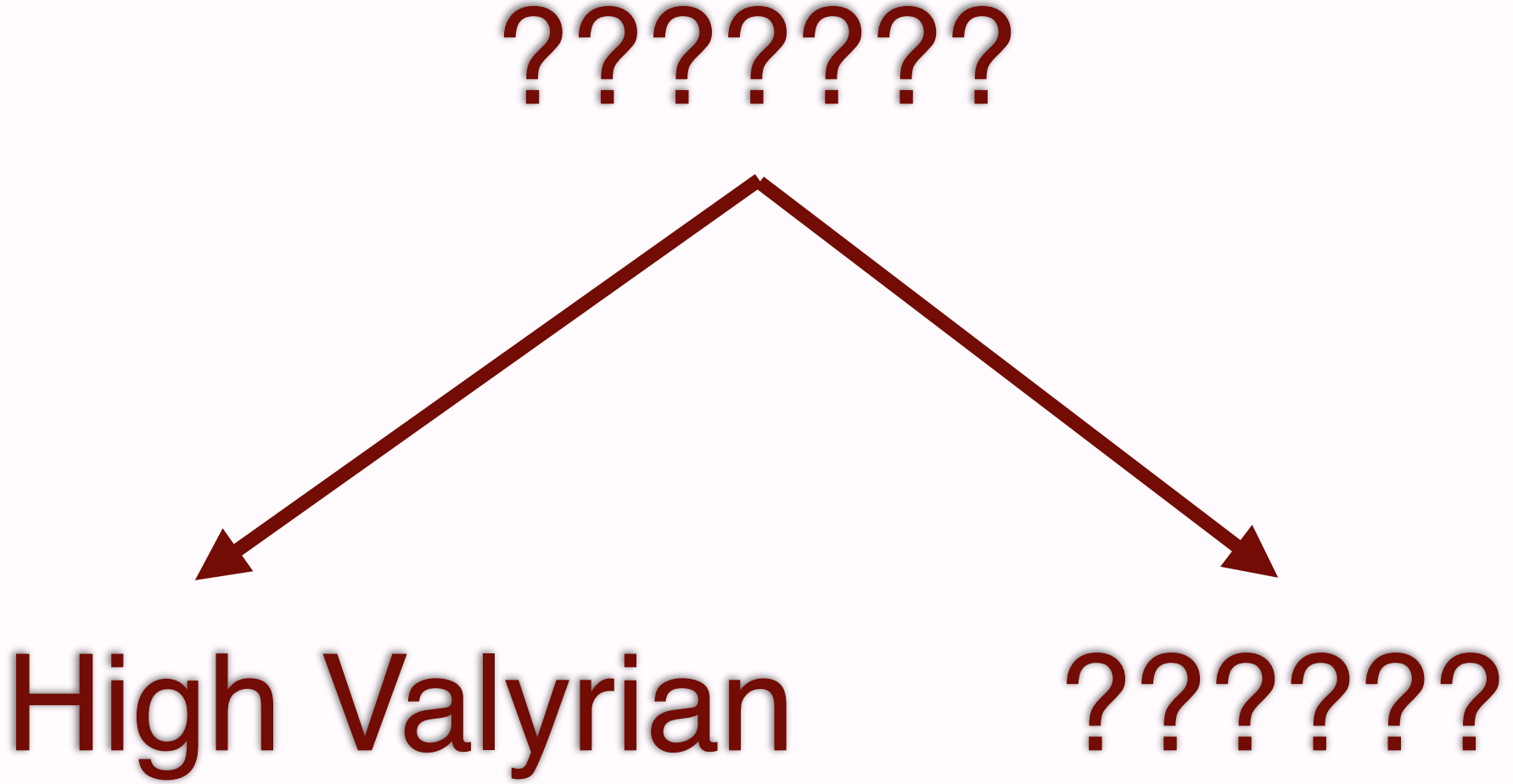
Enyarel by El_Predsjednik

English	“Ram”	English	“Father”
ram	æg edʒn	father	æg poða
ewe	eg esdʒn	chief	eg poðga
wool	ul eθdʒn	fatherland	ul poðna
mutton	fen ekdʒn	soup roll	fen poðʃa
sheep encl.	eθ eldʒn	balcony	eθ poðfa

HIGH VALYRIAN

The common language of the Valyrian Freehold, a federation in Essos that was destroyed by the Doom before the series begins.

PAINTED MOUNTAINS
SELHORYS
VALYSAR
VOLON THERYS
SAR MELL
VOLANTIS
The Orange Shore
Volaria
THE DEMON ROAD
BHORASH
MANTARYS
The Black Cliffs
TOLOS
ELYRIA
LANDS OF THE LONG SUMMER
The Sea of Ghosts
MEEREEN
Khyzai Pass
Skahaza
Hesh
YUNKAI
YAROS
Slaver Bay
ISLE OF CEDARS
GHOZAI
VELOS
ASTAPOR
Worm River
The Smoking Sea
OROS
TYRIA
VALYRIA
The Gulf of Grief
GHISCAR
OLD GHIS
Ghiscari Strait
GHAEN
NEW GHIS
The Summe


???????
High Valyrian
??????

Valar morghulis.
“ALL men MUST die.”
Valar dohaeris.
“ALL men MUST serve.”

Singular, Plural, Collective

Number Marking	Definite	Indefinite
Small Number	Singular	
Large Number	Collective	Plural

Number Marking	Definite	Indefinite
Small Number	Singular	Paucal
Large Number	Collective	Plural

Head Final
ADJ — N
kastor qintir
“green turtle”

Head Final
ADJ — N
*val kaːr
“man heap”

Head Final
ADJ — N
*valha:r > *valhar > valar
“all men”

Head Final

ADJ — N

*val ont > *valon > valun

“man hand > some men”

SOUND CHANGE
Dispreference for certain _# Cs, e.g. voiced stops, laterals, voiceless non-coronals, etc.

SOUND CHANGE

Dispreference for monosyllabic words—especially in nouns (didn't have enough weight).

SOUND CHANGE

*val > vala

*to:m > to:mo

*gue:s > gue:se

*qi:b > qi:bi

-a	-e	-i	-o	-y
vala	gueːse	qiːbi	toːmo	uːly
aːbra	gelte	pisti	ovoɲo	poɣry
taoba	korze	eleːni	nuːmo	qiloːny
zokla	nine	keːli	melvo	somby

vala

to:mo

gue:se

qi:bi

azantys

a:psos

beqes

bantis

obvos ~ roŋgon

“arch” ~ “hide”

do:ros ~ do:ron

“wall” ~ “stone”

vala ~ valar ~ valun

“man” ~ “all men” ~ “some men”

*val > vala ~ valar

*kon > kono ~ konor

*val > vala ~ valar

*kon > kono ~ konor

	Count	Mass
Strong	vala	konor
Weak	obvos	roŋgon

	Count	Mass
Strong	Class 1	Class 3
Weak	Class 2	Class 4

*kast > kasta
“blue/green”

kasta laːra
“blue crow”

kasta
“the blue one (Class 1)”

kast-?
“the blue one (Class 2/3/4)”

	Count	Mass
Strong	huːra	voːkor
Weak	perzys	tegon

	Count	Mass
Strong	-a	-or
Weak	-ys	-on

vala

gueːse

kasta qiːbi

toːmo

uːly

	Count	Mass
Strong	moon	water
Weak	fire	dirt

	Count	Mass
Strong	lunar	aquatic
Weak	solar	terrestrial

	Core	Non-Core
Grammatical	Nominative Accusative Genitive	Dative Vocative
Local		Locative Instrumental Comitative

	Lunar	Solar	Aquatic	Terrestrial
Nominative	vala	perzys	embar	havon
Accusative	vale	perzi	embri	havon
Genitive	valo	perzo	embro	havo
Dative	valot	perzot	embrot	havot
Locative	valaː	perzyː	embraːr	havot
Instrument	valosa	perzomy	embrosa	havoso
Comitative	valoma	perzomy	embroma	havoso
Vocative	valus	perzys	embrus	havos

Lunar all end in a vowel.
Solar all end in /s/.
Aquatic all end in /r/.
Terrestrial all end in /n/.

Nouns that have /o/ as a theme vowel don’t have distinct accusative or locative forms.

The default plural is /i/, with a backup plural in /a/ when /i/ can’t apply.

	Lunar	Aquatic	Lunar	Aquatic
Nominative	vala	embar	nuːmo	myːr
Accusative	vale	embri	nuːmo	myːr
Genitive	valo	embro	nuːmoː	myːro
Dative	valot	embrot	nuːmot	myːrot
Locative	valaː	embraːr	nuːmot	myːrot
Instrument	valosa	embrosa	nuːmoso	myːroso
Comitative	valoma	embroma	nuːmoso	myːroso
Vocative	valus	embus	nuːmos	myːs

	Lunar	Aquatic	Lunar	Aquatic
Nominative	vali	embri	nuːma	myːra
Accusative	valiː	embriː	nuːma	myːra
Genitive	valoti	embroti	nuːmoti	myːroti
Dative	valoti	embroti	nuːmoti	myːroti
Locative	valoti	embroti	nuːmoti	myːroti
Instrument	valossi	embrossi	nuːmossi	myːrossi
Comitative	valommi	embrommi	nuːmossi	myːrossi
Vocative	valis	embis	nuːmas	myːras

Four Genders
Four Numbers
Six Declension Classes

Questions?

PRONOUNS

Pronouns: Variables that stand in for other arguments.

{The girl/She} is reading.
{David Peterson/I} sat on {the chair/it}.

First Person: Speaker
Second Person: Addressee
Third Person: Referent

First Person: Speaker
Second Person: Addressee
Third Person: Referent

	Number	Gender	Clusivity	Honor
Pronouns	99%	50%	40%	20%

Clusivity: In plural (usually 1st person) pronouns, whether the addressee is a part of the exchange or not.

We are going
to Disneyland.

WE. Not you.

Honor: Social status of the reference with respect to the speaker.

Tu es mon ami!

Vous n’êtes pas mon ami!

watashi “I” (normal/formal)
watakushi “I” (very formal)
ore “I” (men mostly)
atai “I” (women)

Arabic

	Singular	Dual	Plural
1st	ana	naħnu	
2nd	anta/anti	antuma:	antum/antunna
3rd	huwa/hija	huma:	huma/hunna

Hawaiian

	Singular	Dual		Plural	
		Incl.	Excl.	Incl.	Excl.
1st	au	kaːua	maːua	kaːkou	maːkou
2nd	ʔoe	ʔolua		ʔoukou	
3rd	ia	laːua		laːkou	

EVOLVING PRONOUNS

1st Person and 2nd Person Singular Nearly Always Basic

1st Person Plural and 2nd Person Plural Are Often Basic

3rd Person Singular and 3rd Person Plural Are Sometimes Basic

Inclusive vs. Exclusive 1st Person Plural Pronouns Are Sometimes Basic

Dual Pronouns, Gendered Pronouns, Honorifics Are Never Basic

Third Person Pronouns > Demonstratives (this/that), Articles, Basic Words (e.g. “person”)

Plural Pronouns from Plural Affixes (If Not Basic), or Same Source as Plural Marking (“group”, “bunch”, etc.)

Dual/Trial Pronouns > Two/ Three + Pronoun (Inclusive Often “you me”)

Formal Pronoun > Plural

French

vous = 2P > 2S Formal

German

Sie = 3P > 2S Formal

Special Words

usted > “your mercy”

boku > “servant”

odʒiːsan > “uncle”

Gender and Pronouns: If the language has a gender system, its pronouns will have gender if they derive from gendered words.

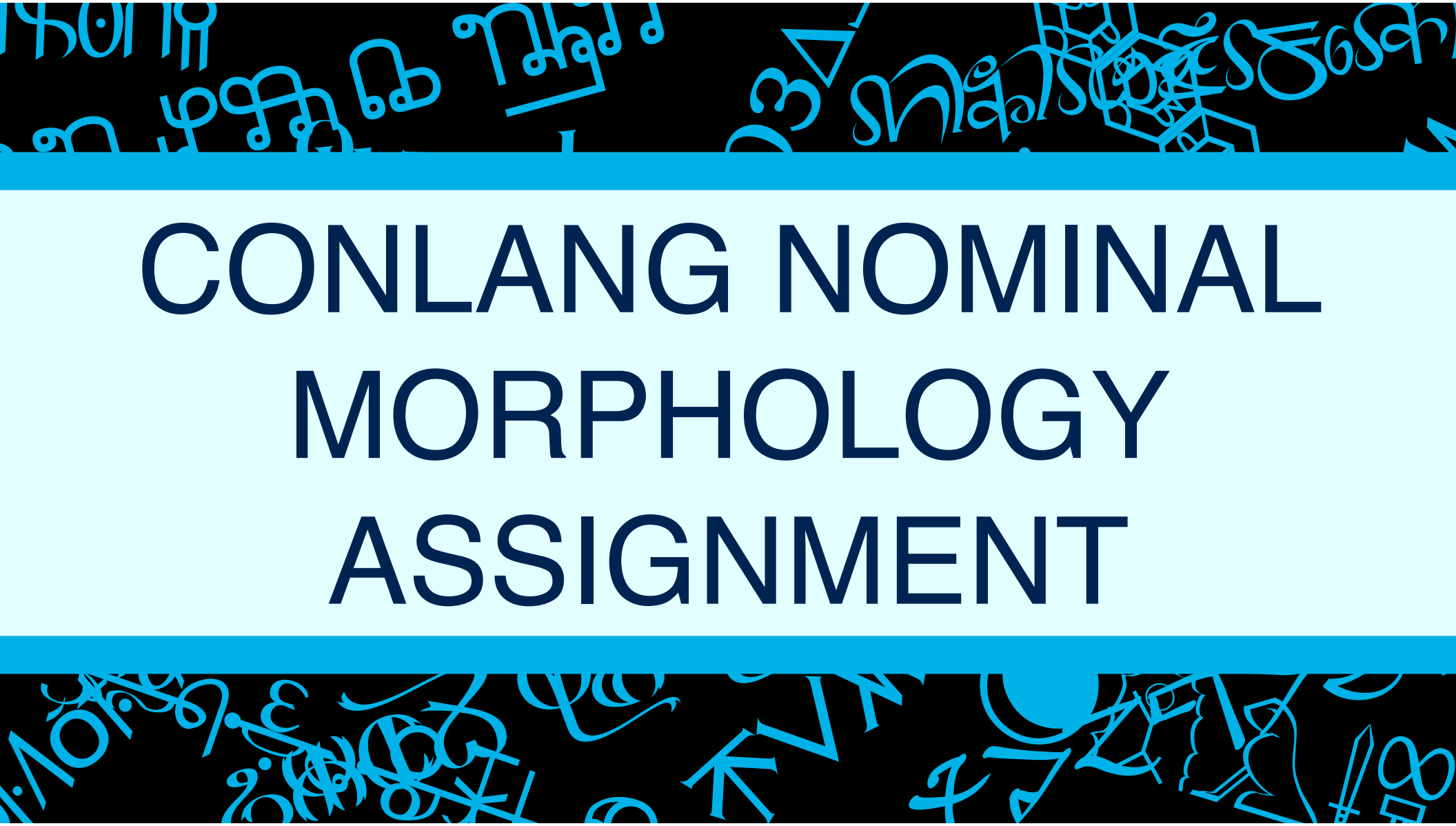
Swahili: ~10 genders, but one third person pronoun.

Arabic: Gendered second and third person pronouns, not first.

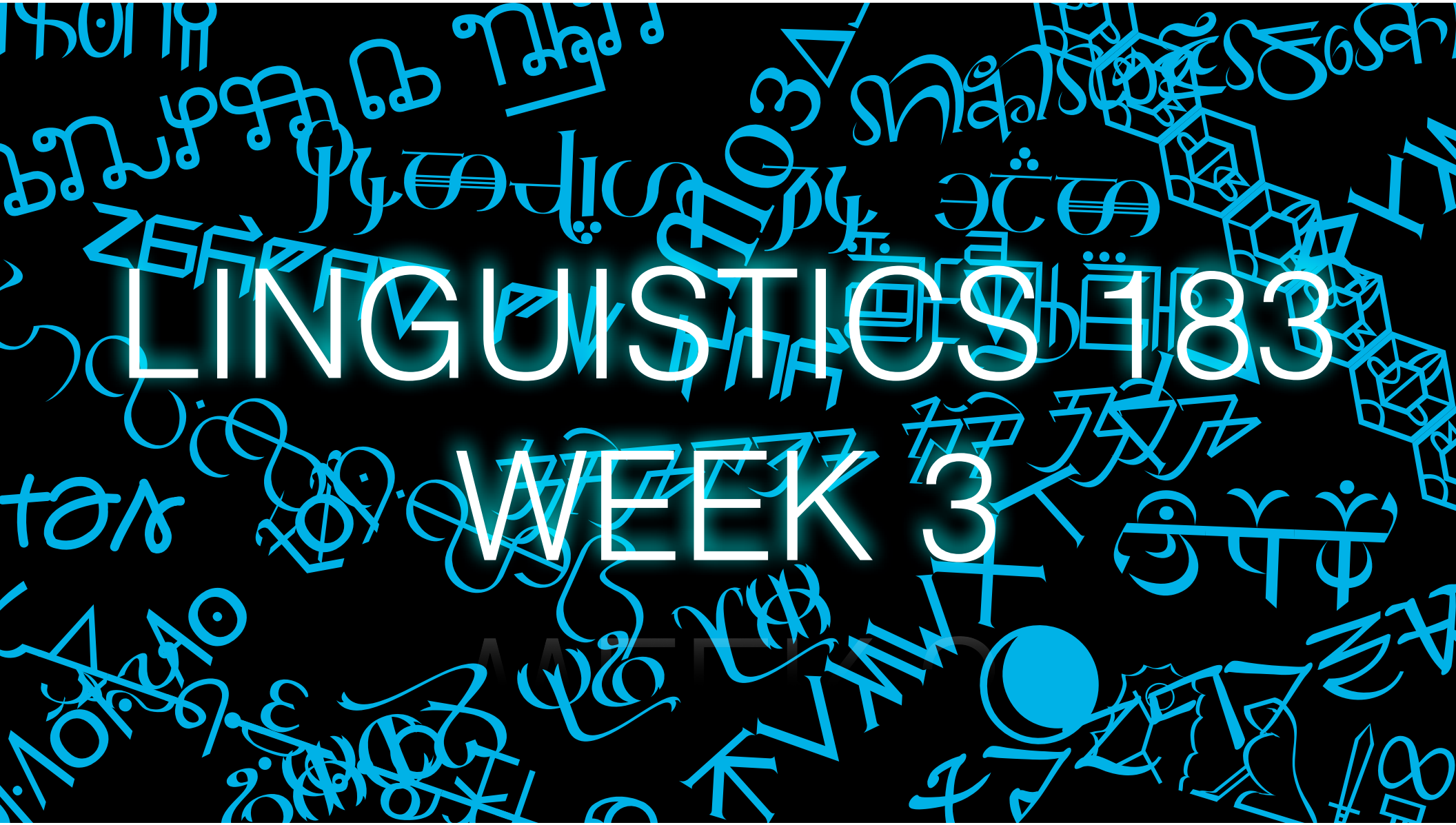
English: Gendered third person singular pronouns, not plural.

Gender Distinction
Likeliness
3 > 2 > 1
Singular > Plural > Dual

Also though…
Tibetan and Japanese: No nominal gender, but gendered pronouns.



CONLANG NOMINAL MORPHOLOGY ASSIGNMENT


LINGUISTICS 183
WEEK 3

Wenedyk by Jan van Steenbergen

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	dolę	więdą	oprzę

Wenedyk by Jan van Steenbergen

Pres.	“love”	“hurt”	“sell”	“open”
1SG	jɛmu	dɔlɛ	viendu	ɔpʒɛ
2SG	jɛmaʃ	dɔlɛʃ	viendziɛʃ	ɔpʒɛʃ
3SG	jɛma	dɔlɛ	viendziɛ	ɔpʒɛ
1PL	jɛmamɪ	dɔlɛmɪ	viendʑmɪ	ɔpʒɛmɪ
2PL	jɛmatsiɛ	dɔlɛtsiɛ	viendʑtsiɛ	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 tˤaːliba.

ɔna studʲent.

“She is a student”

Option 2: Half Copula

hija kaːnat tˤaːliba.
ɔna bɬla studʲent.
“She was a student”

Option 3: Particle

Like Hausa, Beja, etc.

Option 3: Particle

Hausa

M/P Copula: né:/nè:

F Copula: tʃé:/tʃè:

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 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 ʒamiːla.
ɔna krasiva.
“She is beautiful.”

Option 2: Half Copula

hija kaːnat ʒamiːla.
ɔna bɬla krasiva.
“She was a student”

Option 2: Half Copula

krasivaja stud^{j}ent
"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 pa‘ani 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 ≈ 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 ʕala attʕaːwila.
ɔna na stolʲe.
“She is on the table.”

Option 2: Half Copula

hija kaːnat ʕala attʕaːwila.
ɔna bɬla 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 COPULÆ

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. neː/tʃeː from Hausa).

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

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

watashi wa taberu koto ga dekimasu.

“I can eat.”

*watashi wa taberu 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”.

Yes, me friend, me friend

Yes, me friend, me friend
Dem set me free again

Yes, me friend, me friend
Dem set me free again
Yes, me friend, me friend

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	vstrʲetʃaju	vstrʲetʃajem
2nd	vstrʲetʃajeʃʲ	vstrʲetʃajetʲe
3rd	vstrʲetʃajet	vstrʲetʃajut

Russian

Present	Singular	Plural
Masc.	vstrʲetʲil	vstrʲetʲilʲi
Fem.	vstrʲetʲila	
Neu.	vstrʲetʲilo	

ja vstrʲetʲil(a) tvaju matʲ.

“I met your mother.”

Swahili

Nouns	Singular	Plural
I/II	m-, mw-	wa-, w-
III/IV	m-	mi-
V/VI	dʒi-/Ø, dʒ-	ma-
VII/VIII	ki-, tʃ-	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-		tʃa-/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-/Ø	h-/s-/Ø…-t
3rd	-s/-a/-o	-(e/a)n/-es

Georgian

Object	Singular	Plural
1st	m-	gv-
2nd	g-	g-…-t
3rd	h-/s-/Ø	h-/s-/Ø…-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 dɔʁ]

[ty dɔʁ]

[il/ɛl dɔʁ]

But then…
watasi wa tabemasu
anata wa tabemasu
kare wa tabemasu

Routine

watashi wa tabemasu

anata wa tabemasu

kare wa 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.”

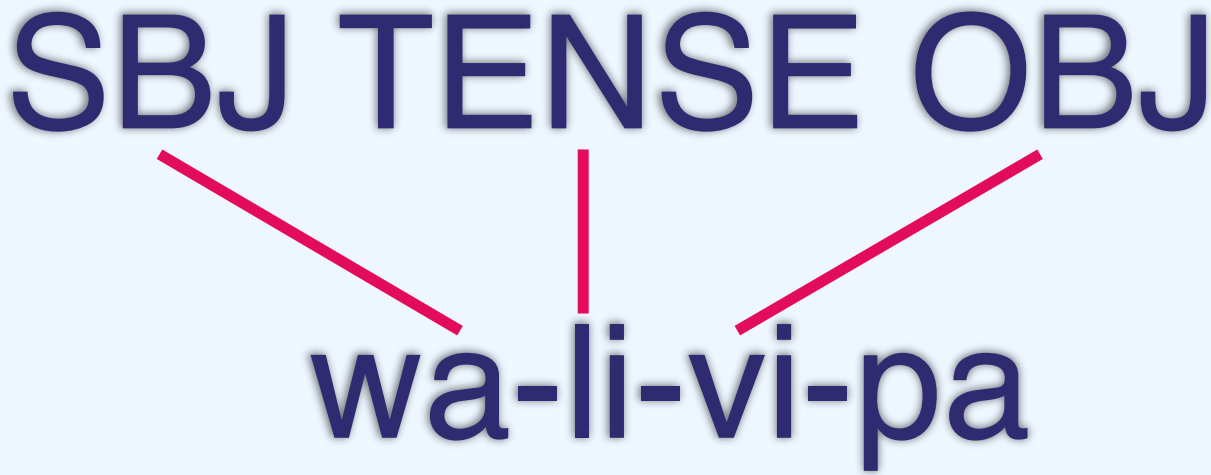
alikipa daktari kisu.
“He DID give a knife to the doctor.”

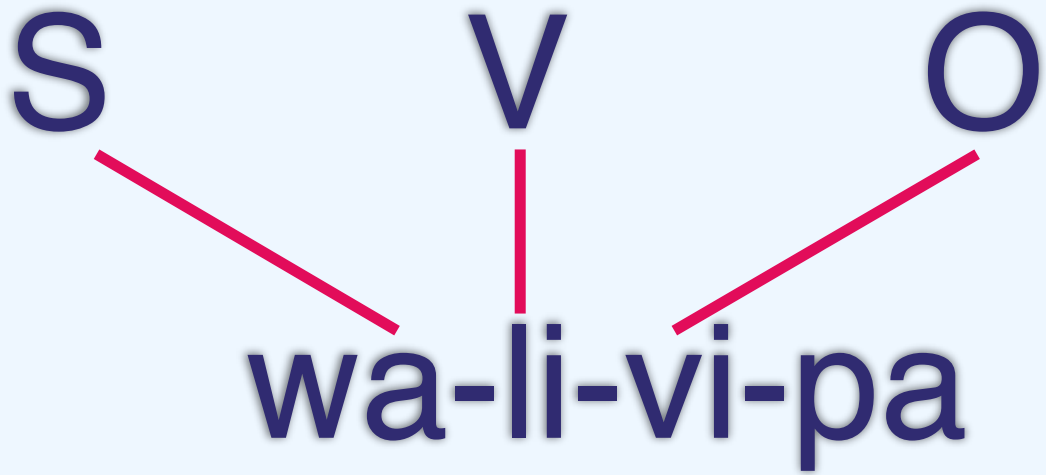
EVOLVING AGREEMENT

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


S
V
O
wa-li-vi-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.

Skerre by Doug Ball

Verbs	Imperative	Perfective
drink	tsari	tsariːn
eat	hos	hosin
bite	take	takeːn
swim	tehasa	tehasaːn
sit	ʔireː	ʔireːjin
ask	tsen	tsenin

Language
Conference

TENSE

Tense situates an action/ event some place in time.

He will eat.

He eats.

He ate.

Future
Present
Past

Non-Past
Past

Matkustan Helsinkiin.
“I travel to Helsinki.”

Matkustan Helsinkiin ensi kuussa.
“I will travel to Helsinki next month.”

Matkustan Helsinkiin ensi kuussa.
“I travel to Helsinki next month.”

Matkustin Helsinkiin.
“I traveled to Helsinki.”

I eat bagels.
I’m eating bagels.

So I walk into this store and I go up to the counter and this guy says to me, “You going to offer me a bagel or what?”

I eat.

I ate.

I will eat.

Futures really actually predictive/prospective.

Right now I am eating and watching TV.

Yesterday I ate and watched TV.

??Tomorrow I eat-FUT and watch-FUT TV.

Humans can’t predict the future. Can’t talk about it like we can the present or the past.

Base Tense → Actual Use

Restrict the number of actual forms you have. Use them to their utmost before creating a new one.

Hodiernal: Done something earlier in the day as opposed to earlier than that.

Narrative/Ancient: Talking about things that happened in the distant past.

Immediate Future: To be about to do something.

Immediate Past: To just have done something (e.g. “I just ate”).

EVOLVING TENSE

Start with past vs. non-past if you're doing tense.

Two different routes:
(1) Non-past formed from reduplication/vowel lengthening.

Idea is it emphasizes the ongoing nature of the activity.

(2) Past formed from reduplication/vowel lengthening.

Idea is it emphasizes the remoteness of the activity (also makes it different from “usual”, which is non-past).

Yes, these are exact opposites. Language is weird.

Other sources for past tense: finish, complete, put down, set down, stop, cease.

Still other sources for past tense: yesterday, then, long time, other temporal expression referring to past.

Or for present tense: now, this, here, today, etc.

LOCATION IS TIME

Near = close to the present

Far = far from the present

Words like “today” and “yesterday” and “tomorrow” *sometimes* basic.

Other tenses derived in apposition to your first distinction.

Future

I am going to leave.

Je vais sortir.

Voy a salir.

Future

yo comeré > comere he > comedere habeo “I have to eat.”

Future

I will leave. (< desire)

I shall leave. (< obligation)

Future

I am to visit Finland this summer.

Future
Desire
Obligation
Motion Towards
Temporal Adverb

Other Ones
Similar things. Depends on your other tenses.

Shiväisith
V *Imperfect* ~ V: *Perfect*
-(a)n *Past Tense*

Shiväisith

	Non-Past	Past
Imperfect	Present	Past Imperfect
Perfect	???	Perfect

Shiväisith

	Non-Past	Past
Imperfect	Present	Past Imperfect
Perfect	Hodiernal	Perfect

Shiväisith
Vurar vathe.
“I see him (now).”

Shiväisith
Vuurinar vathe.
“I saw him (in the past).”

Shiväisith
Vuurir vathe.
“I saw him (at some point in time that’s still relevant, e.g. this morning).”

Tonight
(1) MA5
(2) Come up with a new metaphor (see site for details)!

Sodna-lɛni by Sylvia Sotomayor

	IMPF	ITER	INCH	PERF	FRUS
→	**tiŋi**	**tinna**	**tambi**	**otni**	**taŋŋi**
⇢	**kiɬi**	**kilna**	**kibi**	**kitti**	**kiŋi**
⊙→	**aŋi**	**anna**	**ambi**	**onnit**	**aŋŋi**
↔	**duso**	**dusna**	**duspi**	**dustɛ**	**dusiŋi**
⇠	**ono**	**onna**	**onobi**	**tono**	**onoŋi**
⇢	**pɛsi**	**pɛsna**	**pɛspi**	**pɛstɛ**	**pɛsiŋi**
⁘	**evi**	**evna**	**evibi**	**tavi**	**eviŋi**
⁘	**ɛmɛmɛ**	**ɛmɛna**	**ɛmɛbi**	**omɛt**	**ɛmɛŋi**

Table 1. Inflections for the Verbs of Motion.

	IMPF	ITER	INCH	PERF	FRUS
→	**tɨŋi**	**tɨnna**	**tambi**	**otni**	**taŋŋi**
·→	**kiɬi**	**kilna**	**kibi**	**kɨtti**	**kɨŋi**
⊕→	**aŋi**	**anna**	**ambi**	**onnɨt**	**aŋŋi**
↔	**duso**	**dusna**	**duspi**	**dustɛ**	**dusɨŋi**
·←	**ono**	**onna**	**onobi**	**tono**	**onoŋi**
·→	**pɛsi**	**pɛsna**	**pɛspi**	**pɛstɛ**	**pɛsɨŋi**
⁘	**evi**	**evna**	**evibi**	**tavi**	**evɨŋi**
⁘	**ɛmɛmɛ**	**ɛmɛna**	**ɛmɛbi**	**omɛt**	**ɛmɛŋi**

Table 1. Inflections for the Verbs of Motion.

mava kɨtti tasu.

“She went past the market.”

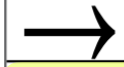
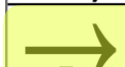
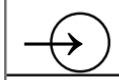
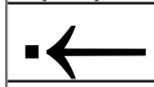
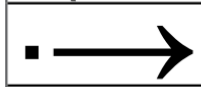
	IMPF	ITER	INCH	PERF	FRUS
	**tɨŋi**	**tɨnna**	**tambi**	**otni**	**taŋŋi**
	**kiɬi**	**kilna**	**kibi**	**kɨtti**	**kɨŋi**
	**aŋi**	**anna**	**ambi**	**onnɨt**	**aŋŋi**
	duso	**dusna**	**duspi**	**dustɛ**	**dusɨŋi**
	**ono**	**onna**	**onobi**	**tono**	**onoŋi**
	**pɛsi**	**pɛsna**	**pɛspi**	**pɛstɛ**	**pɛsɨŋi**
	evi	**evna**	**evibi**	**tavi**	**evɨŋi**
	ɛmɛmɛ	**ɛmɛna**	**ɛmɛbi**	**omɛt**	**ɛmɛŋi**

Table 1. Inflections for the Verbs of Motion.

mava kɨtti kjagat tɛlɛ.

“She avoided becoming sick.”

	IMPF	ITER	INCH	PERF	FRUS
→	**tɨŋi**	**tɨnna**	**tambi**	**otni**	**taŋŋi**
·→	**kiɬi**	**kilna**	**kibi**	**kɨtti**	**kɨŋi**
⊕→	**aŋi**	**anna**	**ambi**	**onnɨt**	**aŋŋi**
↔	**duso**	**dusna**	**duspi**	**dustɛ**	**dusɨŋi**
←·	**ono**	**onna**	**onobi**	**tono**	**onoŋi**
→·	**pɛsi**	**pɛsna**	**pɛspi**	**pɛstɛ**	**pɛsɨŋi**
⁘	**evi**	**evna**	**evibi**	**tavi**	**evɨŋi**
⁘	**ɛmɛmɛ**	**ɛmɛna**	**ɛmɛbi**	**omɛt**	**ɛmɛŋi**

Table 1. Inflections for the Verbs of Motion.

lɛnɛn mava sodna duso.

“She and I are talking.”

	IMPF	ITER	INCH	PERF	FRUS
→	**tɨŋi**	**tɨnna**	**tambi**	**otni**	**taŋŋi**
·→	**kiɬi**	**kilna**	**kibi**	**kɨtti**	**kɨŋi**
⊕	**aŋi**	**anna**	**ambi**	**onnɨt**	**aŋŋi**
↔	**duso**	**dusna**	**duspi**	**dustɛ**	**dusɨŋi**
←·	**ono**	**onna**	**onobi**	**tono**	**onoŋi**
→·	**pɛsi**	**pɛsna**	**pɛspi**	**pɛstɛ**	**pɛsɨŋi**
⁘	**evi**	**evna**	**evibi**	**tavi**	**evɨŋi**
⁙	**ɛmɛmɛ**	**ɛmɛna**	**ɛmɛbi**	**omɛt**	**ɛmɛŋi**

Table 1. Inflections for the Verbs of Motion.

loho logɬdija evi.

“The sun is shining.”

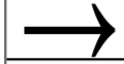
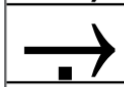
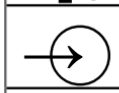
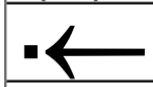
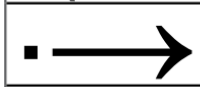
	IMPF	ITER	INCH	PERF	FRUS
	**tɨŋi**	**tɨnna**	**tambi**	**otni**	**taŋŋi**
	**kiɬi**	**kilna**	**kibi**	**kɨtti**	**kɨŋi**
	**aŋi**	**anna**	**ambi**	**onnɨt**	**aŋŋi**
	duso	**dusna**	**duspi**	**dustɛ**	**dusɨŋi**
	**ono**	**onna**	**onobi**	**tono**	**onoŋi**
	**pɛsi**	**pɛsna**	**pɛspi**	**pɛstɛ**	**pɛsɨŋi**
	evi	**evna**	**evibi**	**tavi**	**evɨŋi**
	ɛmɛmɛ	**ɛmɛna**	**ɛmɛbi**	**omɛt**	**ɛmɛŋi**

Table 1. Inflections for the Verbs of Motion.

lɛnɛ ludɬdɛn tavi.

“I took off the cloak.”

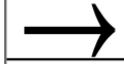
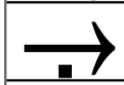
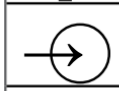
	IMPF	ITER	INCH	PERF	FRUS
	**tɨŋi**	**tɨnna**	**tambi**	**otni**	**taŋŋi**
	**kiɬi**	**kilna**	**kibi**	**kɨtti**	**kɨŋi**
	**aŋi**	**anna**	**ambi**	**onnɨt**	**aŋŋi**
	duso	**dusna**	**duspi**	**dustɛ**	**dusɨŋi**
	ono	**onna**	**onobi**	**tono**	**onoŋi**
	pɛsi	**pɛsna**	**pɛspi**	**pɛstɛ**	**pɛsɨŋi**
	evi	**evna**	**evibi**	**tavi**	**evɨŋi**
	ɛmɛmɛ	**ɛmɛna**	**ɛmɛbi**	**omɛt**	**ɛmɛŋi**

Table 1. Inflections for the Verbs of Motion.

lɛnada ludɨdɛn omɛt.

“I put on the cloak.”

Dara sume kari tikuluna.
“I know a woman named Dara.”

Ain Zibi sume dove tidoluna.
“Also I know a man named Zibi.”

Dara sume kari tikuluna.
“I know a woman named Dara.”

Ain Zibi sume dove tidoluna.
“Also I know a man named Zibi.”

Dara sume kari tikuluna.
“I know a woman named Dara.”

Ain Zibi sume dove tidoluna.
“Also I know a man named Zibi.”

Dara sume kari tikuluna.
“I know a woman named Dara.”

Ain Zibi sume dove tidoluna.
“Also I know a man named Zibi.”

Kudobajuna.

“____ likes _____.”

Kudobajuna.
“____ likes ____.”

tidoluna
“I know (a man)”

Kudobajuna.

“____ likes ____.”

tidoluna

“I know (a man)”

Kudobajuna.

“____ likes ____.”

tidoluna

“I know (a man)”

Kudobajuna.

“____ likes ____.”

tidoluna

“I know (a man)”

Kudobajuna.

“____ likes him.”

tidoluna

“I know (a man)”

Kudobajuna.
“____ likes him.”

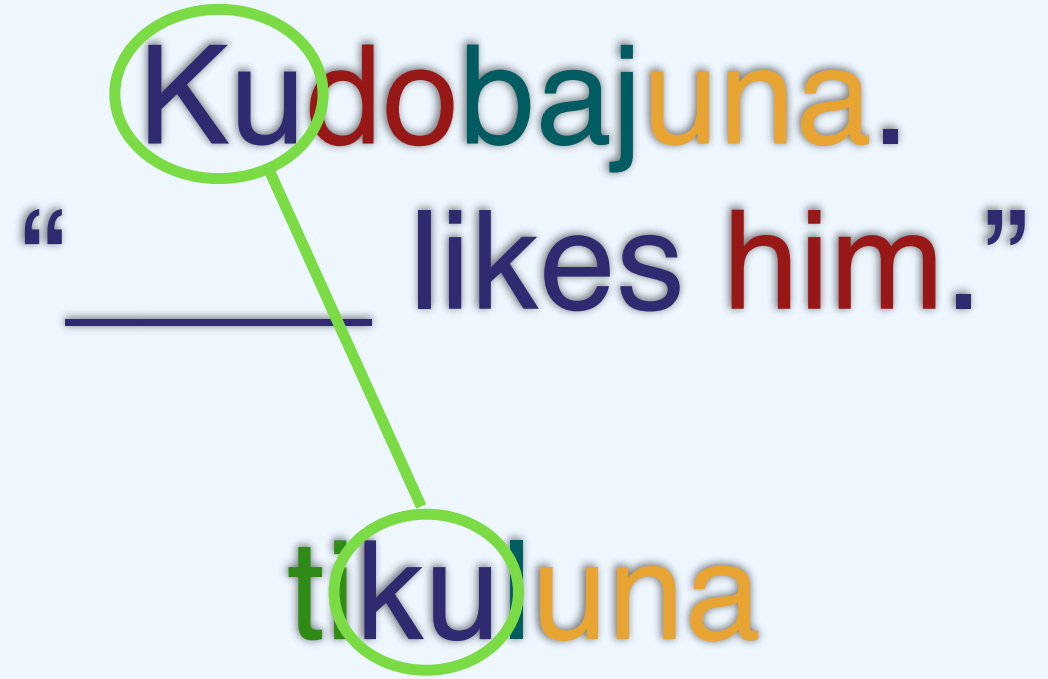
tikuluna
“I know (a woman)”

Kudobajuna.

“____ likes him.”

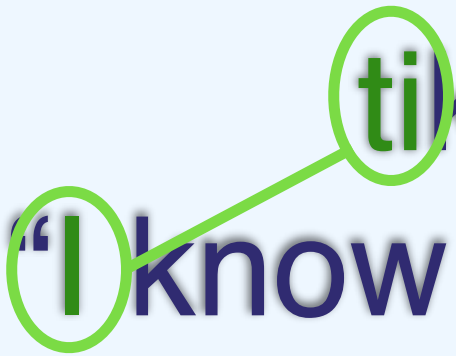
tikuluna

“I know (a woman)”


Kudobajuna.
“_____ likes him.”
tikuluna
“I know (a woman)”

Kudobajuna.

“____ likes him.”



Kudobajuna.

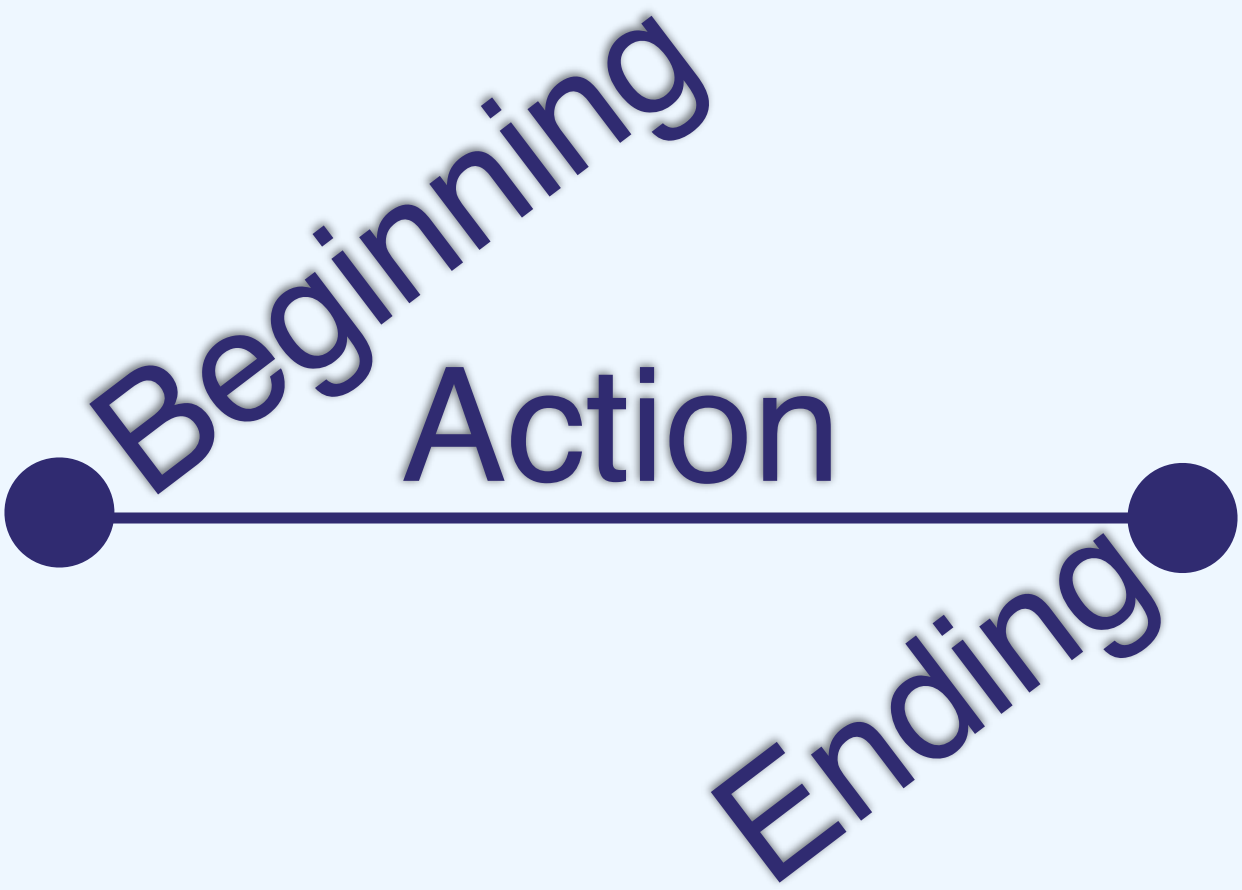
“She likes him.”

tikuluna

“I know (a woman)”

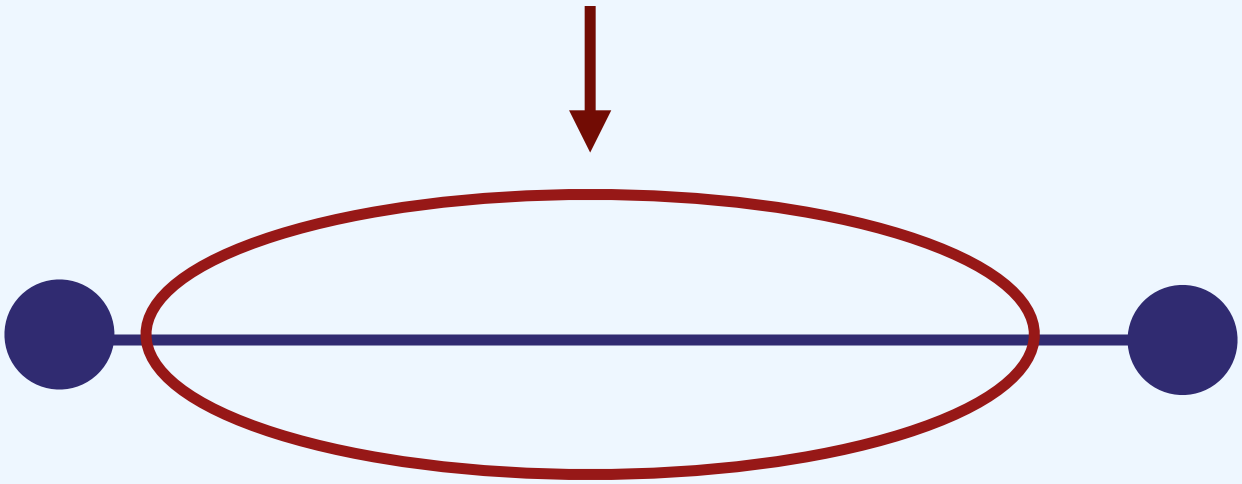
ASPECT

Aspect: The part of the action one focuses on, and/or how it's viewed.


Beginning
Action
Ending

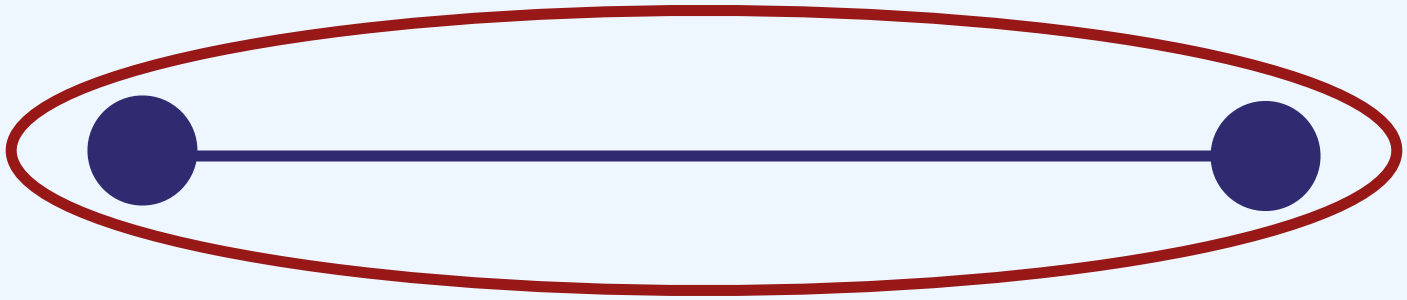
starts to break

is breaking



is broken

breaks/broke



stops breaking

Boundedness: Whether an action has an obvious endpoint or not.

Bounded: Has an implicit endpoint.

Unbounded: Has no implicit endpoint.

Eat: unbounded

Eat an apple: bounded

Change of State: Whether the affected argument undergoes some appreciable change of state.

Eat: unbounded, no change

Eat an apple: bounded, change (apple gets eaten)

Love: unbounded, no change

Remember: bounded, no change

Grow: unbounded, change

Break: bounded, change

Languages are variously sensitive to these things.

Finnish

Söin pullaa.

/ate pulla-PART/

“I ate (but didn’t finish) some pulla bread.”

Finnish

Söin pullan.

/ate pulla-ACC/

“I ate (and finished) the pulla bread.”

Spanish

Leí un libro.

/read-PRET a book/

“I read (and finished) a book.”

Spanish

Leía un libro.

/read-IMP a book/

“I read a book (for a while).”

Spanish

Leía un libro cuando…

/read-IMP a book when/

“I was reading a book when…”

Complete vs. Incomplete

E ‘ai ana au.
“I was eating.”
“I will be eating.”

Ua ‘ai au.

“I ate.”

“I have eaten.”

“I will have eaten.”

Digression

I ate.
I have eaten.

Digression

I have eaten. = I ate and you should care about that.

Digression

Anterior: Past action with present relevance (according to the speaker, I guess).

Digression

I have eaten.

Digression

I have eaten.

Present tense possession

Digression

Perfective as past tense *and* anterior: MAYBE IF I'M TELLING YOU IT'S RELEVANT.

Complete vs. Incomplete Replacing Tense: If an action has been completed, it is *necessarily* in the past. Why have a past?

Ua ʻai au i ka lā ʻāpōpō.
/PERF eat I to the day next/
“I will have eaten tomorrow.”

Logic: If I'm using the perfective *and* using the future adverb "tomorrow", what else could I mean?

Start Point
past vs. non-past
complete vs. incomplete

From there, add more stuff by evolving, or by using the same morphology in different contexts.

Bounded, Change Completed: broke Incomplete: was breaking

Bounded, Change

Completed: broke

Incomplete: was breaking

breaking was slow

Unbounded, Change
Completed: grew
Incomplete: was growing

endpoint imagined (adult?)

Unbounded, Change

Completed: grew

Incomplete: was growing

Unbounded, No Change
Completed: love???
Incomplete: love

but no longer?

Unbounded, No Change

Completed: love???

Incomplete: love

Bounded, No Change Completed: remembered Incomplete: was remembering??

Bounded, No Change Completed: remembered

Incomplete: was remembering??

remembering a process?

New forms can emerge from the edge cases.

Bounded, Change, Completed broke

Unbounded, Change, Completed grew up

My little sister grew.

My little sister became taller over a prespecified period of time.

My little sister grew up.

My little sister became an adult (the unstated yet accepted endpoint of growth in humans).

Often

V → V + Prep

Unbounded → Bounded

Perhaps you can use your cases or adpositions or another strategy to mark this change. Or not.

EVOLVING ASPECT

Same formation for past vs. non-past used for complete vs. incomplete.

Also: Word for “finish”, “complete” *very* common for completed aspect. (And yes, usually “finish” is basic.)

For incomplete, common lexical sources are “stay”, “still”, “now”, “here”, “hold”, “maintain”, etc.

Another option (also for progressive): to be at, to be located at, to be in, locative copula + V/participle.

Inceptive
emagon “to have”
mazemagon “to get”

Inceptive
Sources: “start”, “begin”, “come”, “go”, etc.

Cessative

adarimba “to serve”

adarimbopsa “to stop serving”

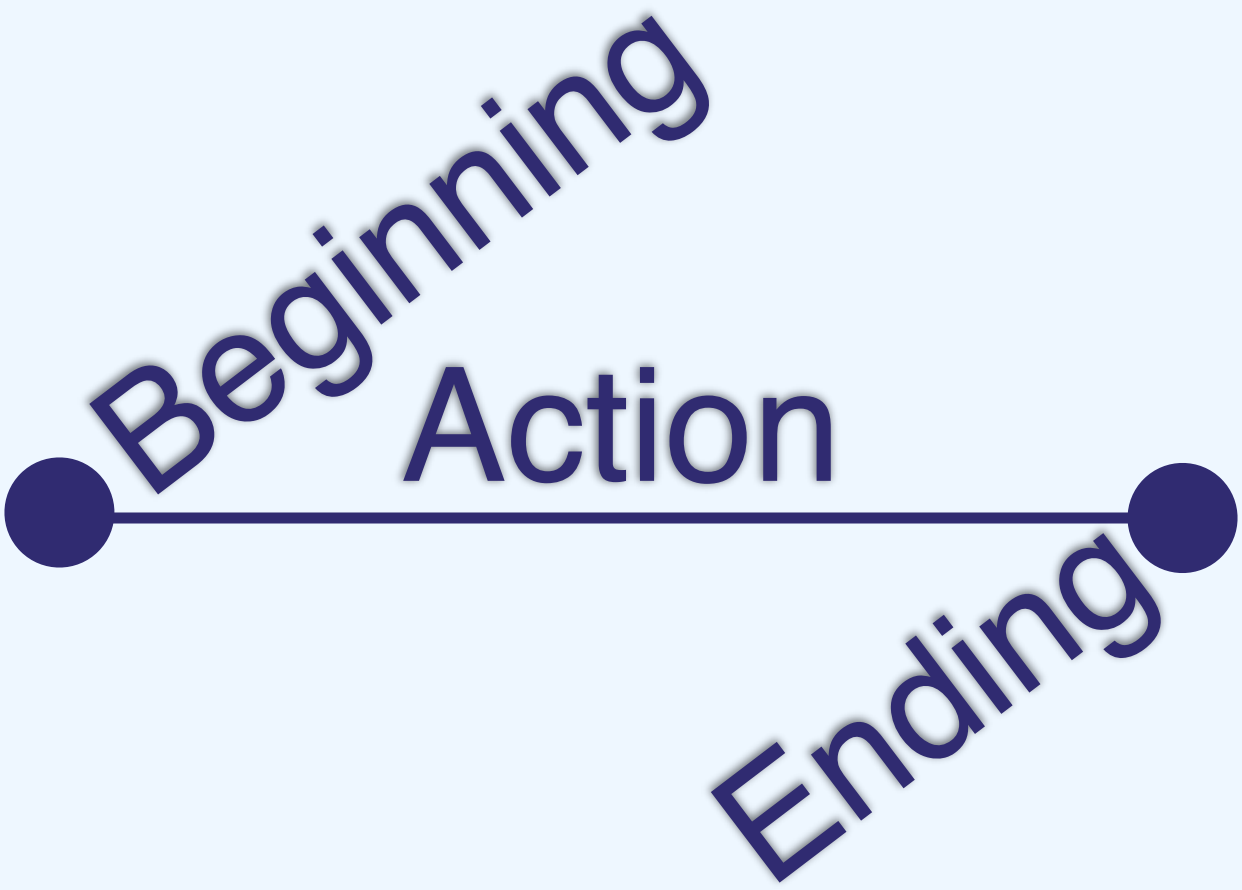
Cessative

Sources: “stop”, “cease”, “finish”, “complete”, “end”, etc.

Completed vs. Cessative

I sang.

I stopped singing.


Beginning
Action
Ending

Tonight
(1) PA on evolving TMA

Teonaht by Sally Caves

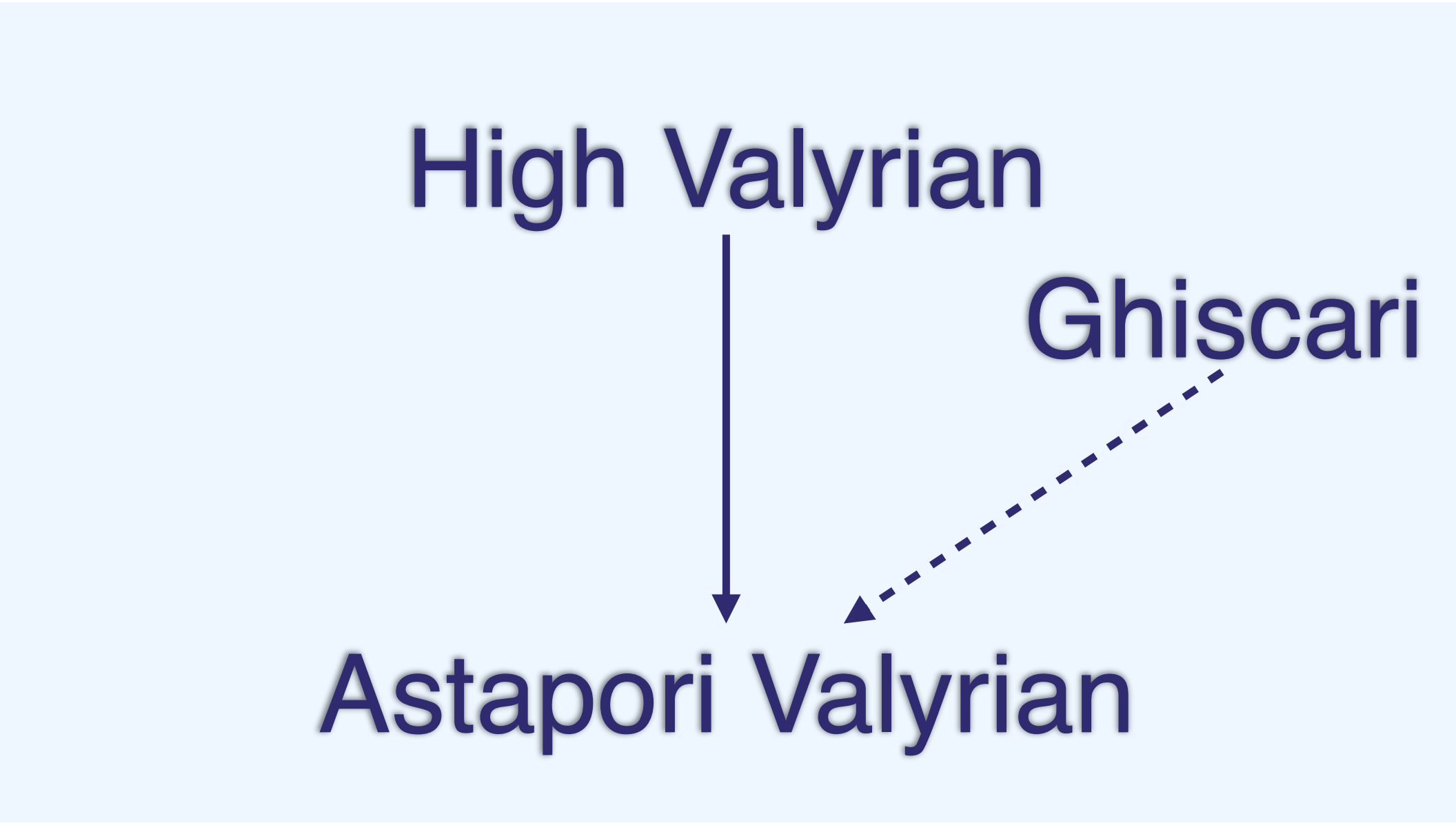
1st Pers. “eat”	Form 1	Form 2
Future	ennives	esri ennive
Habitual	ri ennivom	omi ennive
Anterior	i eniveljar	jari ennive
Im. Fut.	ri enivead	adri ennive
Pst. Hab.	elri ennivom	olmi ennive

ASTAPORI
VALYRIAN

5,000 years before the present, the Valyrian Freehold conquered the Ghiscari Empire. High Valyrian replaced Ghiscari as the language of Ghis.

In Astapor and the other cities, Ghiscari words mixed with High Valyrian grammar and produced a creole that became Astapori Valyrian.

PAINTED MOUNTAINS
ORYS
Volaena
AR MELL
VOLANTIS
THE DEMON ROAD
BHORASH
MANTARYS
The Black Cliffs
TOLOS
ELYRIA
The Sea of Sighs
LANDS OF THE LONG SUMMER
Slaver Bay
ISLE OF CEDARS
GHOZAI
VELOS
The Smoking Sea
OROS
TYRIA
VALYRIA
The Gulf of Grief
MEEREEN
YUNKAI
YAROS
ASTAPOR
Worm River
Khyzai Pass
Hesh
Kosrak
Skahazadhan
KRAZAAJ HAS
(GHARDAQ)
LHAZAR
Lhazosh
THE RED WASTE
VAES TOLORRO
VAES SHIROSI
VAES ORVIK
PORT YHOS
QARKASH
GHISCAR
OLD GHIS
Ghiscari Strait
GHAEN
NEW GHIS
Summer Sea


High Valyrian
Ghiscari
Astapori Valyrian

Background
High Valyrian Verbs

High Valyrian
Subject Agreement with Person and Number
7 Tense/Aspect Combos
2 Modes
2 Voices

High Valyrian Tense/Aspect

Present

Past Incomplete

Anterior (Past/Present)

Future

Habitual (Past/Present)

High Valyrian Modes
Indicative
Subjunctive

High Valyrian Voices
Active
Passive

High Valyrian

Present	Singular	Plural
1st Pers.	vestran	vestri
2nd Pers.	vestraː	vestraːt
3rd Pers.	vestras	vestris

High Valyrian

1st Pers.	Indicative	Subjunctive
Present	vestran	vestron
Past Inc.	vestrilen	vestrilon
Ant. Pres.	vestretan	vestreton

High Valyrian

1st Pers.	Indicative	Subjunctive
Ant. Past	vestreten	vestreton
Future	vestrinna	vestrilun
Hab. Prs.	vestrin	vestrun
Hab. Past	vestretin	vestretun

High Valyrian

Present 1st Pers.	Indicative	Subjunctive
Active	vestran	vestron
Passive	vestraks	vestroks

Copula

High Valyrian

Present	Indicative	Subjunctive
1st Pers.	iksan	iksi
2nd Pers.	iksaː	iksaːt
3rd Pers.	issa	issi

Low Valyrian

Present	Indicative	Subjunctive
1st Pers.	skan	ski
2nd Pers.	ska	skat
3rd Pers.	sa	si

High Valyrian

Present	Indicative	Subjunctive
1st Pers.	ilan	ili
2nd Pers.	ila:	ila:t
3rd Pers.	ilza	ilzi

Low Valyrian

Present	Indicative	Subjunctive
1st Pers.	lan	li
2nd Pers.	la	lat
3rd Pers.	las	lis

sagon → sayo

ilagon → layo

sayo → equative copula

layo → locative copula

Nominal Copula
ʒi tova sa me ragero.
“The boy is a friend.”

Adjectival Copula

ʒi tova sa kreni.

“The boy is (always) happy.”

ʒi tova las kreni.

“The boy is happy (atm).”

Locative Copula

ʒi tova las vi linto be.

“The boy is on the house.”

Agreement

Present	Indicative	Subjunctive
1st Pers.	vetran	vetri
2nd Pers.	vetra	vetrat
3rd Pers.	vetras	vetris

Agreement

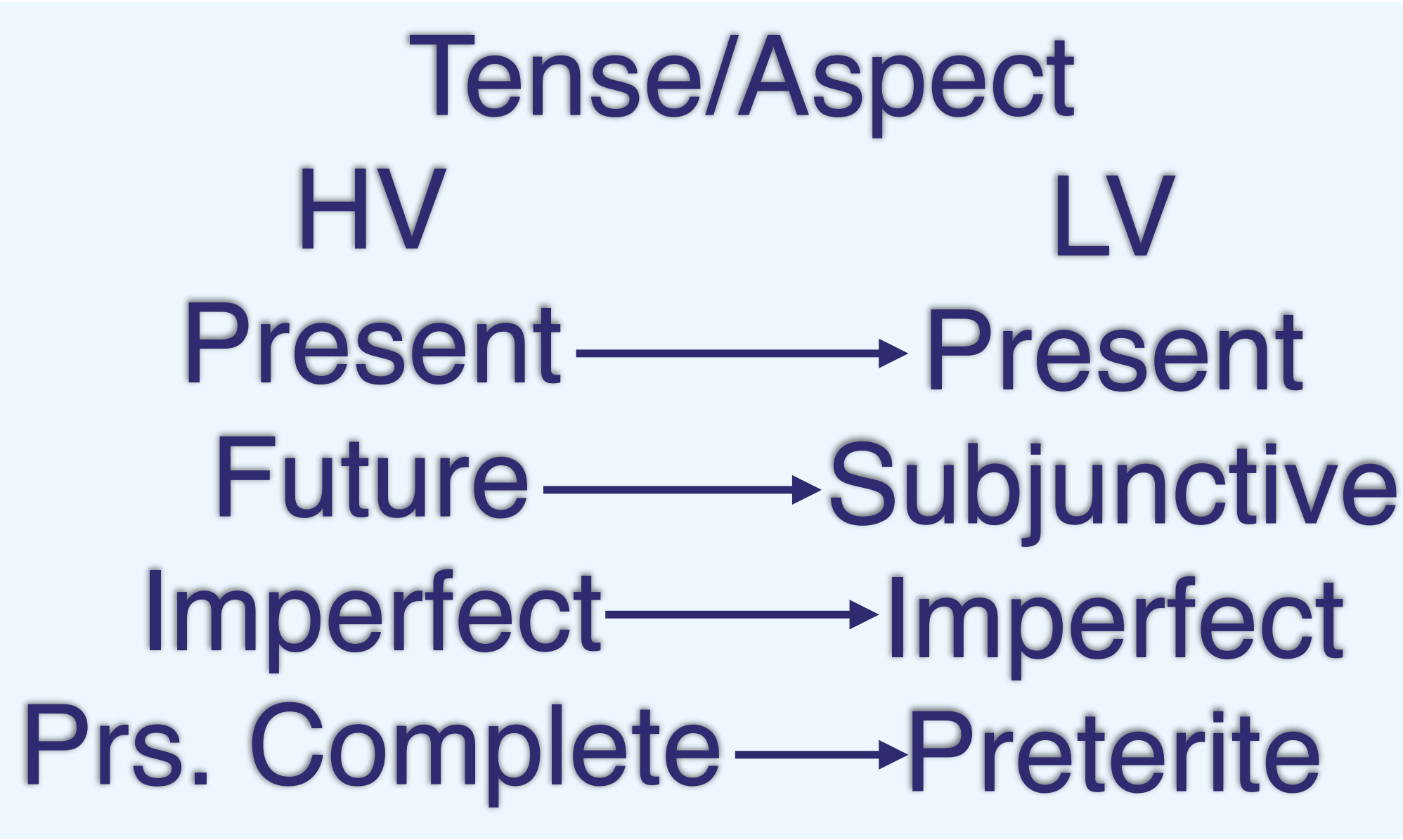
Present	Indicative	Subjunctive
1st Pers.	sindin	sindi
2nd Pers.	sindi	sindit
3rd Pers.	sindis	sindizi

Agreement patterns *resisted* sound changes where nominal paradigms *accelerated* them.

Result: Verb agreement more or less in tact, while noun cases disappeared.

Tense/Aspect

Many High Valyrian Tense/Aspect Combinations Kept; Some Replaced; Some Destroyed.


Tense/Aspect
HV
LV
Present
Present
Future
Subjunctive
Imperfect
Imperfect
Prs. Complete
Preterite

Tense/Aspect

HV	LV
Past Complete	→ Ø
Pres. Habitual	→ Conditional
Past Habitual	→ Ø

Tense/Aspect

High Valyrian

zi̧ot vestragon sytili:bas.

“She should tell her.”

Tense/Aspect

Low Valyrian
ʒi vetrozlivas.
“She will tell her.”

Low Valyrian Future

Present	Indicative	Subjunctive
1st Pers.	vetrozlivan	vetrozlivi
2nd Pers.	vetrozliva	vetrozlivat
3rd Pers.	vetrozlivas	vetrozlivis

Modality, Etc.

The composite passive voice and subjunctive mode of High Valyrian were *both* lost.

Modality, Etc.

As mentioned, the High Valyrian future became the Low Valyrian subjunctive (now just used in the present).

Modality, Etc.

The passive was replaced by a prolix expression.

Modality, Etc.

ma.ze.ˈma.go → maz.ˈma.ɣo
“to obtain”

Modality, Etc.

mazman doerari.
“I am served.”

Modality, Etc.

Other prolix expressions used for progressive and anterior.

Questions?

MODALITY AND FRIENDS

Modality: Anything that's not explicitly tense or aspect.

Valence = next week. Don't worry about causatives, passives, or applicatives yet.

“Verby” Bunch
Infinitive
Participle
Gerund

Infinitive
saber
(to) know

Infinitive
I want to know it.
You may know it.

Infinitive

Bare form of the verb; nominalization (gender marker, etc.); “time”, “way”, “style”, etc.

Participle = Adjectival Form
Gerund = Nominal Form

Participle > Adjectival Morphology

Gerund > Nominal Morphology

“Aspecty” Bunch
Durative/Continuous
Momentane
Habitual
Gnomic
Repetitive

Durative, Continuous, etc.
look at vs. stare
to “keep/continue” xing
to x again and again

Durative, Continuous, etc.
"stay", "be at", reduplication,
vowel lengthening, "still",
"hold", "maintain", etc.

Momentane
walk vs. step out
look vs. glance

Momentane
“once”, “quick”, etc.

Habitual

I ate a hot dog yesterday.

I ate hot dogs while I was at Berkeley.

Habitual
Present/Imperfect > Habitual
“stay”, “keep”, “long”, etc.

Gnomic
Birds fly.
Dogs bark.

Gnomic

Present > Gnomic

Lack of morphology that would ordinarily be present.

Same as Habitual.

Repetitive
I redid did it.
I hammered at it.
I pumped the bellows.

Repetitive
"Again", "new", "back",
"return", etc.

“Have to” Bunch
Permissive
Weak Obligation
Strong Obligation

Permissive
I let him leave.
You may leave.

Permissive
"Leave", "loose", "drop", "give", "power, might, etc." (same as Potential—or *from* Potential)

Weak Obligation

I should eat. (I don't *have* to, but I probably should.)

Weak Obligation
“Owe”, “debt”, etc.
(something where *someone else* requires you to do something.)

Strong Obligation
I have to eat. I must eat.

Strong Obligation
“Power, might, etc.” (same as Potential), possession, “debt”, “owe”, etc.

“Can” Bunch Potential (Event) Potential (Ability)

Potential (Event)
We might leave.
It can happen.

Potential (Ability)
I can lift four kittens.

Potential (Either)
(1) “Power”, “might”, “strength”
(2) “Know”, “see” (in the sense of knowing *how* to do something)

“Cause I Said So” Bunch
Hortative
Imperative

Hortative

Let’s go!

Let’s make cats our rulers!

Imperative
Go!
Eat!

Imperative

Bare form of verb; affective change (like vocative); some verb like “do” or “make” or “go”.

Hortative

Imperative; some non-finite form plus a dative/allative; auxiliary with suggestability; “yes/no”.

The **hortative** (/ˈhɔːrtətɪv/; abbreviated **HORT**) is a group of semantically similar deontic modalities in some languages. Hortative modalities encourage or urge. In English, there are seven hortative modalities: the adhortative, exhortative, suprahortative, cohortative, dehortative, inhortative, and infrahortative.[*citation needed*] They differ by intensity, attitude (for or against), and—in the case of the cohortative—person.[*citation needed*]

Contents [hide]

1 Behavior

Imperative-hortative systems [edit]

Many languages have imperative-hortative systems in which modalities dealing with commands and encouragement are grouped together. This is not the case in English and results in some disagreement among linguists[*who?*].

Imperatives and hortatives both involve the expression of a wis

“Maybe” Bunch
Optative
Subjunctive
Conditional

Optative

May we feast on mulberries!

I hope to eat mulberries!

Subjunctive
I hope he comes.

Conditional

If you go, I'll go.

He would like to do that.

All these “moods” are crazy. Every single language uses every single one differently. There is no standard definition or usage of ANY of them.

Sources
"Want", "hope", future, antiquated verb forms, potential, past tense of any of these…

Evidentiality
Indirectivity

Evidentiality: Indicating how likely to be true the information one is presenting is.

Indirectivity
Turkish
geldi “he came”
gelmiʃ “he must have come”

Evidentiality
Witness vs. Non-Witness
First-hand vs. Second/Third
Saw vs. Heard
No Evidence, but Inferred

Evidentiality
Quechua
-m(i) = experienced
-tʃr(a) = inferred
-ʃ(i) = hearsay

MA 6

-Figure out your copulæ.

-Decide on past/non-past or complete/incomplete.

-Build out as desired.

For “Augments”

-Must be composite.

-Must show source.

-Must explain how it interacts with other elements.

-Must show what happens when it fails to apply.

-en ≈ inchoative

It darkened quickly after 8 p.m.

Source is actually -en causative (PIE *-no; opaque before that).

When It Fails

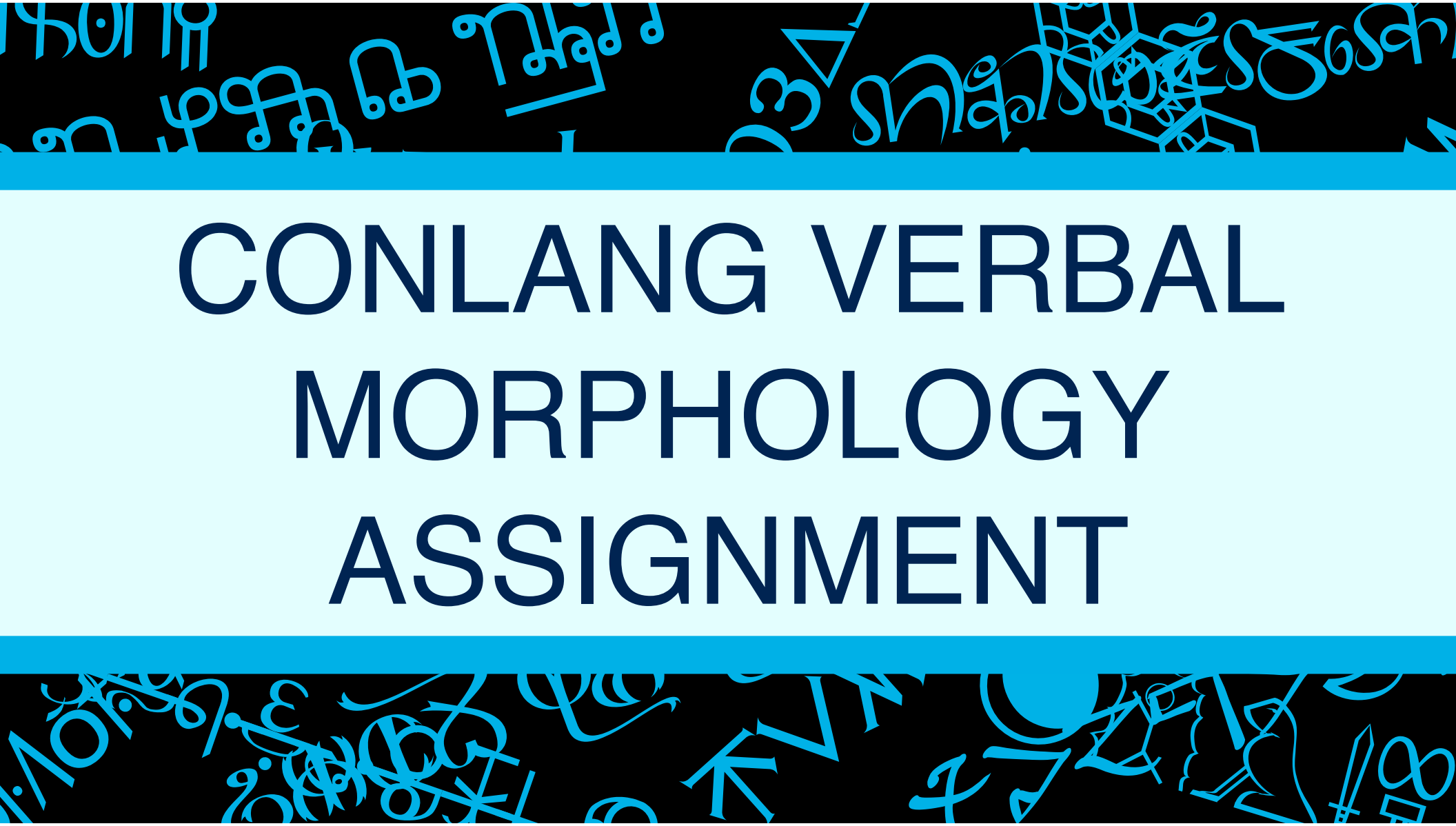
dark = adj.

darken = grow dark

bizarre = adj.

bizarren = grow bizarre

Repair Strategy
The movie got/grew/became bizarre.


CONLANG VERBAL
MORPHOLOGY
ASSIGNMENT

LINGUISTICS 183
WEEK 4

Spokaans by Rolandt Tweehuysen

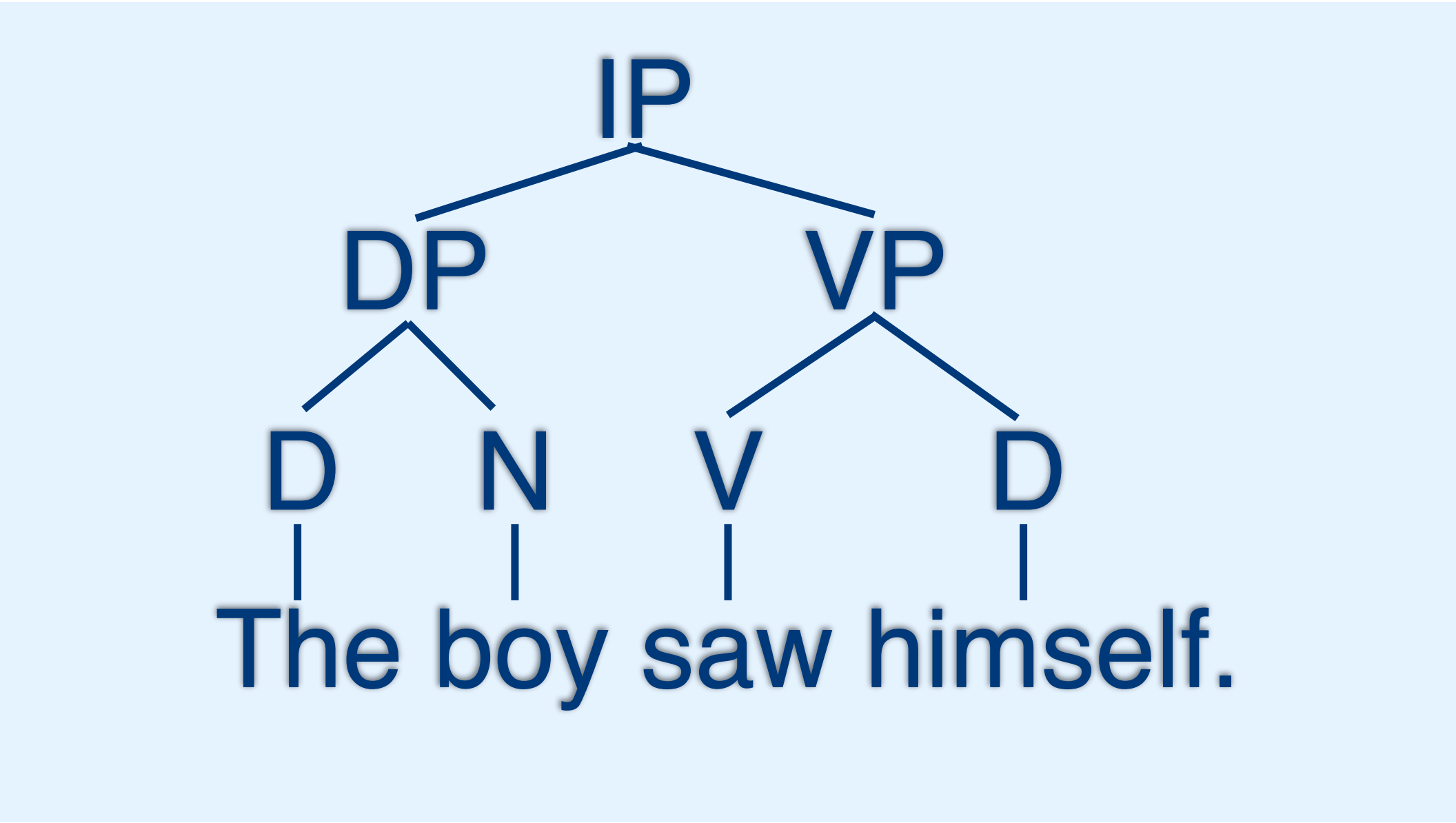
Jân kette ef mimpit ón Elsa.
“Jan gives the book to Elsa.”

Jân ef mimpit kette ón Elsa.
“Jan gave the book to Elsa.”

Kette Jân ef mimpit ón Elsa.
“Jan will give the book to Elsa.”

SYNTAX AND PRAGMATICS

The boy saw himself.


IP
DP
VP
D
N
V
D
The boy saw himself.

DP
D
N
V
D
The boy saw himself.

The happy cat slept.

*Happy the cat slept.

*Happy cat the slept.

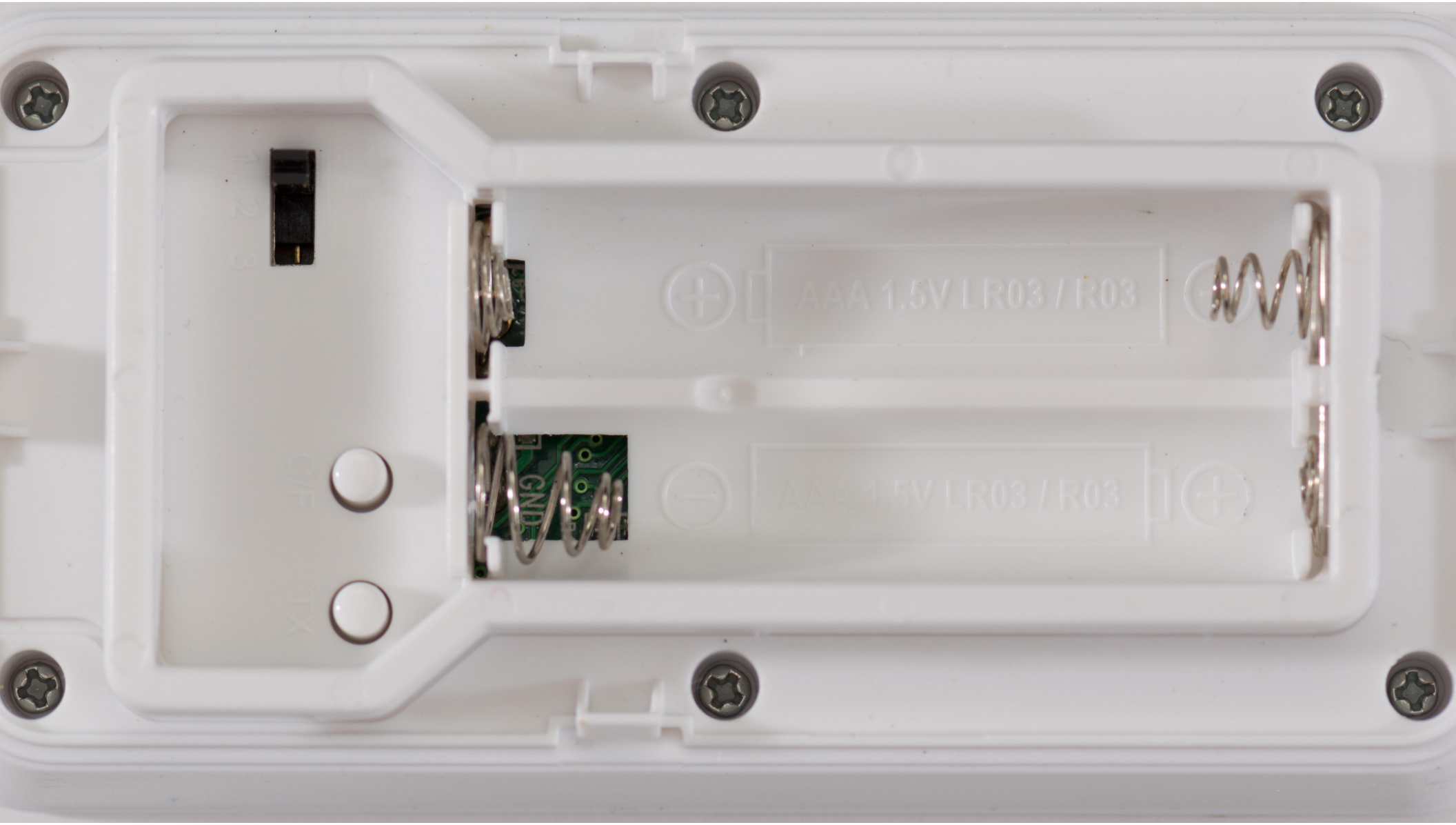
*Happy slept cat the.

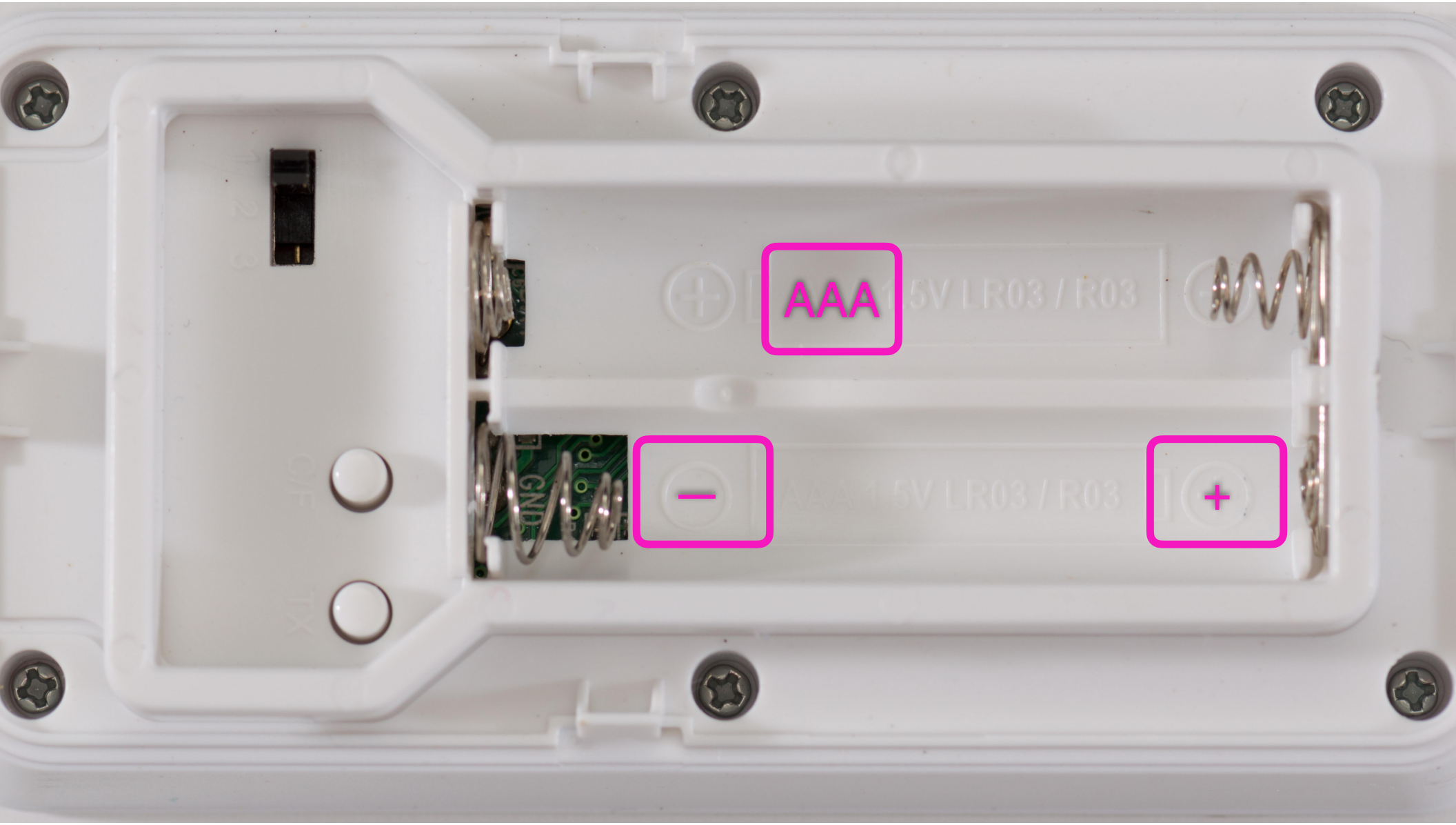
*Slept cat happy the.

Valency
Relativization
Subordination
Questions
Topicalization

VALENCY

Valency: What arguments can appear with which verbs.


AAA 1.5V LR03 / R03
AAA 1.5V LR03 / R03
GND


AAA
—
+

Intransitive: One argument (monovalent).
Transitive: Two arguments (divalent/bivalent).
Ditransitive: Three arguments (trivalent).

The cat ate the steak.

I put the cat in the rocket.

eat { α[NOM]$_{eater}$, (β[ACC]$_{eaten}$) }

put { α[NOM]$_{putter}$, β[ACC]$_{puttee}$,
PREP γ[___]$_{location}$ }

The cat V the steak.
NP ate NP.

The cat ate the steak.

The cat licked the steak.

The cat ate the steak last Saturday on a park bench with a pigeon.

The cat licked the steak last Saturday on a park bench with a pigeon.

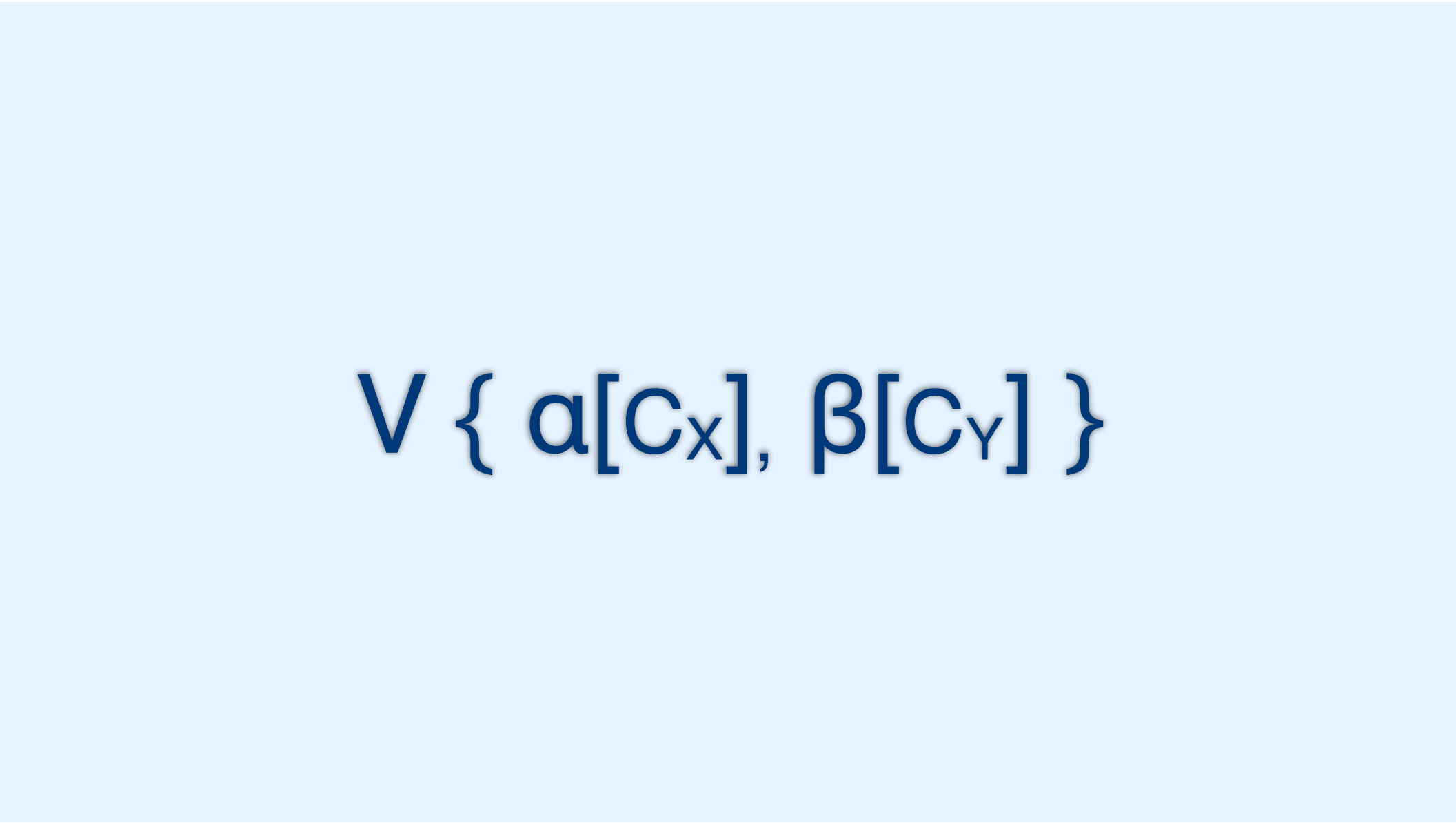
The cat danced last Saturday on a park bench with a pigeon.

Languages allow verbs to do things to/with the arguments they specify, and to add to or decrease their number.

Valency Reducing: Getting rid of a core argument.

Valency Increasing: Adding a core argument.

Valency Reducing Passivization Antipassivization


V { α[cx], β[cy] }

$$V' \{ a[c_x] \}$$

Passivization
I saw him.
NOM V ACC

Passivization

I saw him.

NOM V ACC

Passivization

Passivization

He was seen.

NOM PASS V-AGR

Antipassivization

Sena toru val.

The boy ate the apple.

ERG V ABS

Antipassivization

Sena toru val.

The boy ate the apple.

ERG V ABS

Antipassivization

Sena toru val.

The boy ate the apple.

ERG V ABS

Antipassivization
Sen torule.
The boy ate.
ABS V-ANT

Passivization

The boy saw the girl and ran.

Passivization

The girl was seen by the boy and ran.

Antipassivization
The boy saw the girl and ran.

See = transitive (seer = ergative, seeee = absolutive)
Run = intransitive (runner = absolutive)

Therefore in ergative-absolutive languages, coordination is with transitive objects and intransitive subjects.

Antipassivization
The boy saw the girl and ran.

Antipassivization
The boy saw of the girl and ran.

I came, I saw, I conquered.

I came, I saw, I conquered.

I came, I was seen, I was conquered.

Passives apply to direct objects mostly; sometimes others.

I gave an apple to the boy.
The apple was given to the boy.
The boy was given an apple.

The boy was given an apple.

*The boy was given.

Antipassives apply to ergative arguments.

IF you can optionally reintroduce the removed argument, it's done with an oblique strategy.

I was seen *by the bird*.
He shot *at the student.*

Not usually done with a special case. Reintroduced agents use more agentive morphology (instrumental, etc.)…

Reintroduced absolutives use more patientive morphology (partitive, allative, dative, etc.).

Generally core cases are not used (nominative, ergative, absolutive, accusative).

Sources for Passives

“Eat”, “fall”, “get”, “suffer”, “see”, reflexive, third person plural.

Sources for Passives

Nzua a-mu-mono.

John they-him-saw.

“They saw John.”

Sources for Passives

Nzua a-mu-mono (kwa meme).

John they-him-saw (by me).

“John was seen (by me).”

Sources for Antipassives Reflexives, “do”, “go”, sources for intransitives.

Source may suggest marking for reintroduced argument.

Antipassive Example
I hugged the fish.

Antipassive Example
I did-hugging.

Antipassive Example
I did-hugging to the fish.

Digression

Usual Passive

I eat a fish.

A fish is eaten by me.

Digression

I have him bound. → I have bound him.

Digression

Present Completed State → Anterior → Past Tense

Digression

Usual Passive

I eat a fish.

A fish is eaten by me.

Digression

A fish is eaten by me.
“In the present, a fish is in the state of having been eaten by me.”

Digression

I eat a fish. → Present

A fish is eaten by me. → Past

Digression
BUT
With the loss of the passive as a regular morphological construction, what does this look like?

Digression

I eat a fish. → Present

A fish is eaten by me. → Past

Digression

I eat a fish. → Present

A fish is eaten by me. → Past

Digression

A eat P. → Present

S is eaten A. → Past

Digression

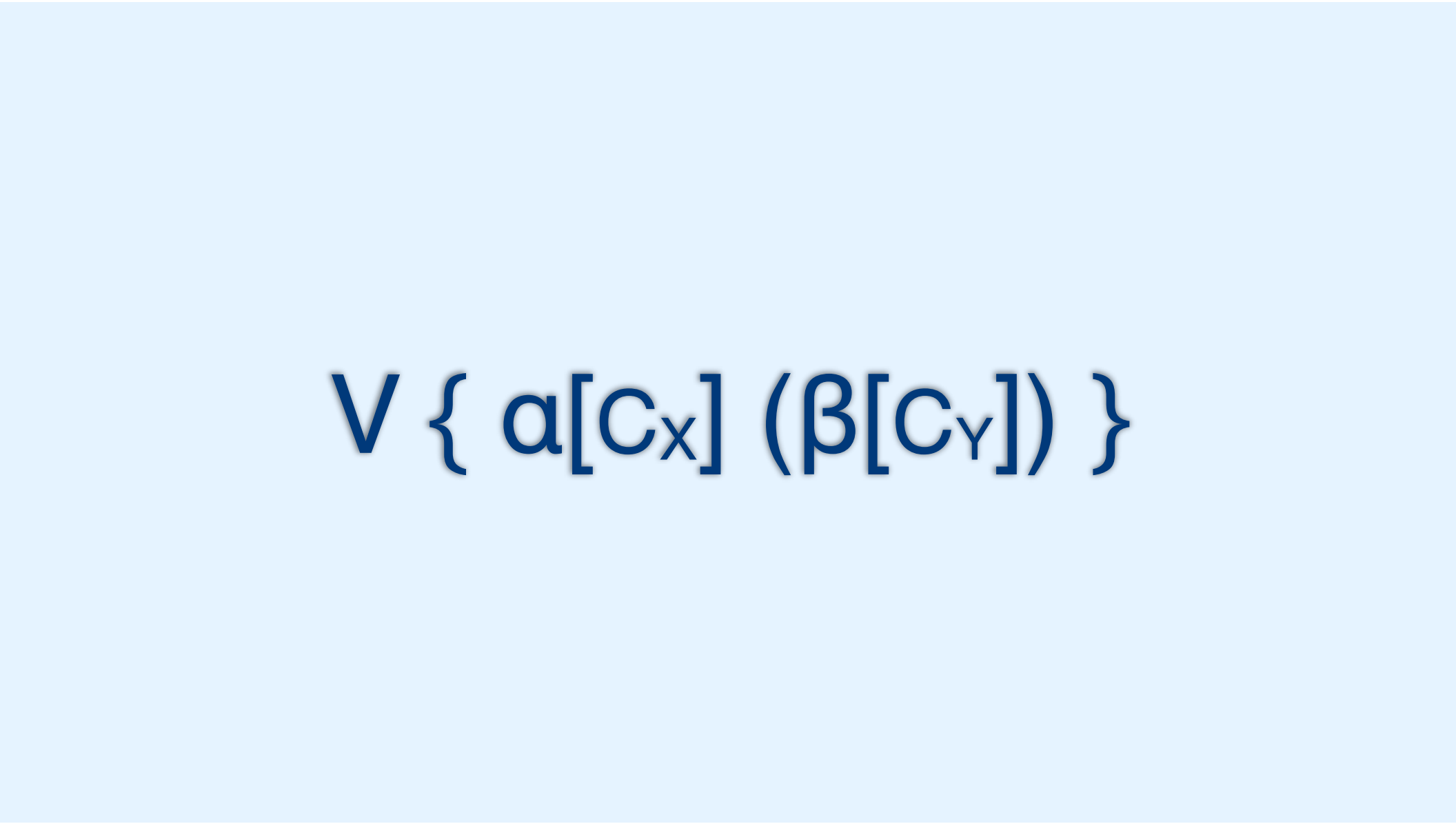
The result is split ergativity: Accusative in the present, ergative in the past.

Digression

Happened in Hindi,
Georgian, and many others.

Valency Increasing Causativization Applicativization

Causativization: When someone makes someone do something.


V { α[cx] (β[cy]) }

$$V' \{ \gamma[c_x], \alpha[c_{\{x/y/z\}}] (\beta[c_y]) \}$$

Causativization

I pet the cat.

The dog made me pet the cat.

Causativization
The pot is black.
I blackened the pot.

Causativization
I made the pot.
I made him.
I made him eat a vegetable.

Causativization

I made the pot.

I made him.

I made him eat a vegetable.

Luo
Koth no-miyo wa-bedo e tiend yath.
“The rain made us stay at the foot of the tree.”

Luo

Koth no-miyo wa-bedo e tiend yath.

no = 3SG miyo = give

wa = 1PL bedo = stay

Subordination vs. Non-Subordination
Causee Groups with Matrix vs. Groups with Subordinate Clause

High Valyrian

qurdot paːletille goːvileːdan.

/table-DAT crown-ACC V/

“I put the crown under the table.”

Twi

o-de né nnípa fòro bépow.

/he-take his men ascend mountain/

“He makes his men ascend the mountain.”

Twi

o-de né nnípa fòro bépow.

V OBJ V OBJ

“He makes his men ascend the mountain.”

Sources for Causatives
“Take”, “give”, “make”, “do”, “force”, etc.

Applicativization: When a non-core argument is raised to a *non-nominative/ absolutive* core argument

I ran faster than him.

I outran him.

I outran him.

*I outran.

$$V \{ \alpha[c_X] (\beta[c_Y]) \}$$

$$V' \{ \alpha[c_X], \gamma[c_Y] (\beta[c_Y]) \}$$

Yagua
sɟɟchitírya javanu quiichitya.
“He poked the meat with a knife.”

Yagua
sɻɻchitítyara quiichiy.
“He poked something with a knife.”

Yagua
sɻɻchitítyara quiichiy.
“He jabbed the knife.”

Sometimes…

Intransitive + X = Causative

Transitive + X = Applicative

Seko Padang
jambu mirène’.
“The guava fell.”

Seko Padang
Matius marrène'ing jambu.
"Matthew dropped the guava."

Seko Padang
Yeni mangala kinanne:.
“Jenny is getting rice.”

Seko Padang
Yeni mangalaing kinanne:
adinna.
“Jenny is getting rice for her
brother.”

Sometimes…
He played basketball.
She outplayed him.
*She outplayed him basketball.

But Sometimes…
Umugóre arakorera umuhuungu igitabo.
“The woman read the boy the book.”

Types of Applicatives Benefactive/Malefactive, Instrumental, Locative, Comitative, Allative, Purposive…

Applicatives ≈ Cases

Sources of Applicatives ≈ Sources of Cases/ Adpositions

Noun → Adposition → Adverb → Applicative

ADVERBS

Adverbs: Modify the action of the sentence in some way (sometimes also adjectives).

Adverb Types
Temporal
Locative
Manner

Locative

Often basic in the same way demonstratives are (so if “this” and “that” are basic, “here” and “there” will be).

Locative
Others derived from cases (either fossilized or never fully realized).

Locative

ahead

aside

abroad

afoot

ashore

Locative
an (i.e. “on”) + N

Temporal
Some basic (words for “now”, “today”, “yesterday”, “tomorrow”, “then” often basic).

Temporal

If not, formed from cases, or via metaphorical extension (e.g. “after” and “before”).

Manner
quickly
well
awesomely

Manner
ADJ + SUFFIX
PREFIX + ADJ
ADJ

Manner

Many languages make *no distinction whatsoever* between adjectives and manner adverbs

Manner

For affixes: “body”, “like”, “way”, “mind”, “style”, “type”, etc.

Manner
Spanish
la niña rapida
el niño rapido

Manner
Spanish
rapidamente
*rapidomente

Manner
Spanish
rapida mente

Manner
Spanish
mente > mente (L.) > mens

Manner
Spanish
mens = feminine

Manner
Spanish
mente = ablative

Manner
Spanish
rapida mente = from/of a quick mind

Manner
Spanish
Adverb always formed on feminine adjective because it modified feminine noun originally.

Tonight
(1) PA16: Create 10 *tradable nouns* (info on site).
(2) Radio reporter coming tomorrow.

Prydonian High Gallifreyan by kiwikami

Kì Tsar cì kìsımb ca kataìgr, **kaskì** kì *Xròk* ca kahòrs.
“The lion scratches the tiger **that** *bites* the horse.”

Kì Tsar cì kìsımb ca kataìgr, **kìskì** kì *Xròk* ca kahòrs.
“The lion **that** *bites* the horse scratches the tiger.”

Kì Tsar cì kìsımb ca kataìgr, **kìska** kì *Xròk* cì kìhòrs.
“The lion scratches the tiger **that** the horse *bites*.”

WORD ORDER

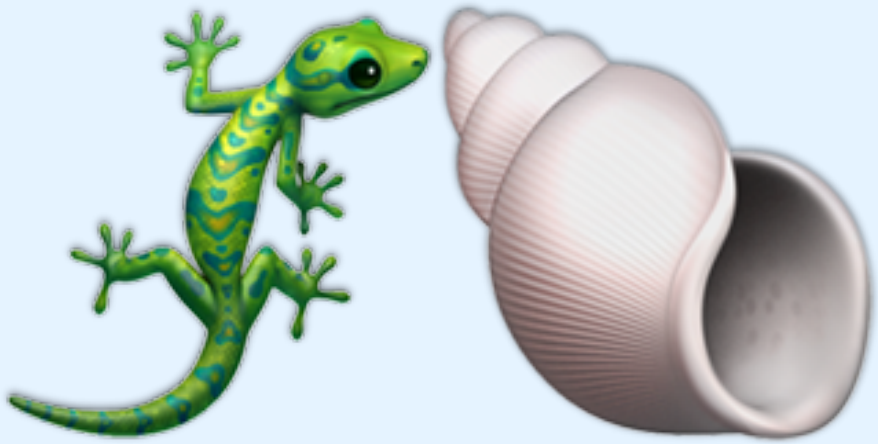
SOV
SVO
VSO

VOS
OVS
OSV

SOV	41%	VOS	2%
SVO	35%	OVS	1%
VSO	7%	OSV	0.3%

SOV	41%	VOS	2%
SVO	35%	OVS	1%
VSO	7%	OSV	0.3%

No Dominant Order ~14%!



(1) The thing you're talking about.

(2) What you're saying about it.

N-MOD
Rock
Rock a big one, as it turns out

V-O
Eating
Eating an acorn, as it happens

V-O
N-MOD

O-V
MOD-N

Modifiers
Adjectives
Possessors
Relative Clauses

Adpositions follow suit *because* they usually come from verbs modifying objects or nouns possessed by other nouns.

face (of the) mountain
in front of the mountain
P-N < N-MOD

moutain(’s) face
the mountain in front
N-P < MOD-N

touch mountain
to the mountain
P-N < V-O

mountain touch
the mountain to
N-P < O-V

Determiners (that, the, a, this, etc.) often treated like heads in syntax.

DET-N = head-initial

N-DET = head-final

Oedipus Rex
Oedipus, who is the king, as it happens

I saw that man.
I saw that one, and it happened to be a man.

Relative Clause-Noun Order

R-N

N-R

Relative Clause-Noun Order

R-N 17% N-R 70%

There are constraints on language that exist simply because of the way humans are and perceive time.

Heavy Shift: Big stuff tends to get pushed off to the end, chronologically.

I gave him the book.
I gave the book to him.

I gave him the book I was telling you about the other day that my friend Jackie was absolutely *raving* about.

I gave the book I was telling you about the other day that my friend Jackie was absolutely *raving* about to him.

It’s too long! We forget what the hell verb it was!

Relative clauses, by definition, tend to be longer and more complex than simple nouns (they're little clauses, after all).

Thus, this is quite common:

SOV

N-P

MOD-N

G-N

N-REL

Also the reason why you see alternate possessive strategies.

He’s the son of that guy I was telling you about the other day.

He’s that guy I was telling you about the other day’s son.

This stuff isn't *impossible*, just harder to process. Easier to do something different.

Like everything else, word order can change over time.

Things that drive word order change:

-Loss of case.

-Emphasis.

-Deemphasis.

Latin
SOV
Case

Romance
SVO
No Case

Spanish

La mujer le llamó al director.

Deemphasis: Taking a full NP and pushing it later in the clause.

Spanish

La mujer le llamó al director.

She called him, the director.

Notice: Spanish pronouns still have case!

Spanish

La mujer el director llamó.

Potentially ambiguous!

Spanish

La mujer le llamó.

Not ambiguous, but now we don't know who she called!

Spanish

La mujer le llamó al director.

¡Perfecto!

Emphasis: Taking a full NP and pulling it out to first position.

Him I like!

"Hooray!" the boy said/said the boy.

First position is always privileged and always a potential slot for emphasis because it's the first thing you say.

Dothraki

Tih mahrazh khales.

/saw man-NOM khal-ACC/

“The man saw the khal.”

Dothraki

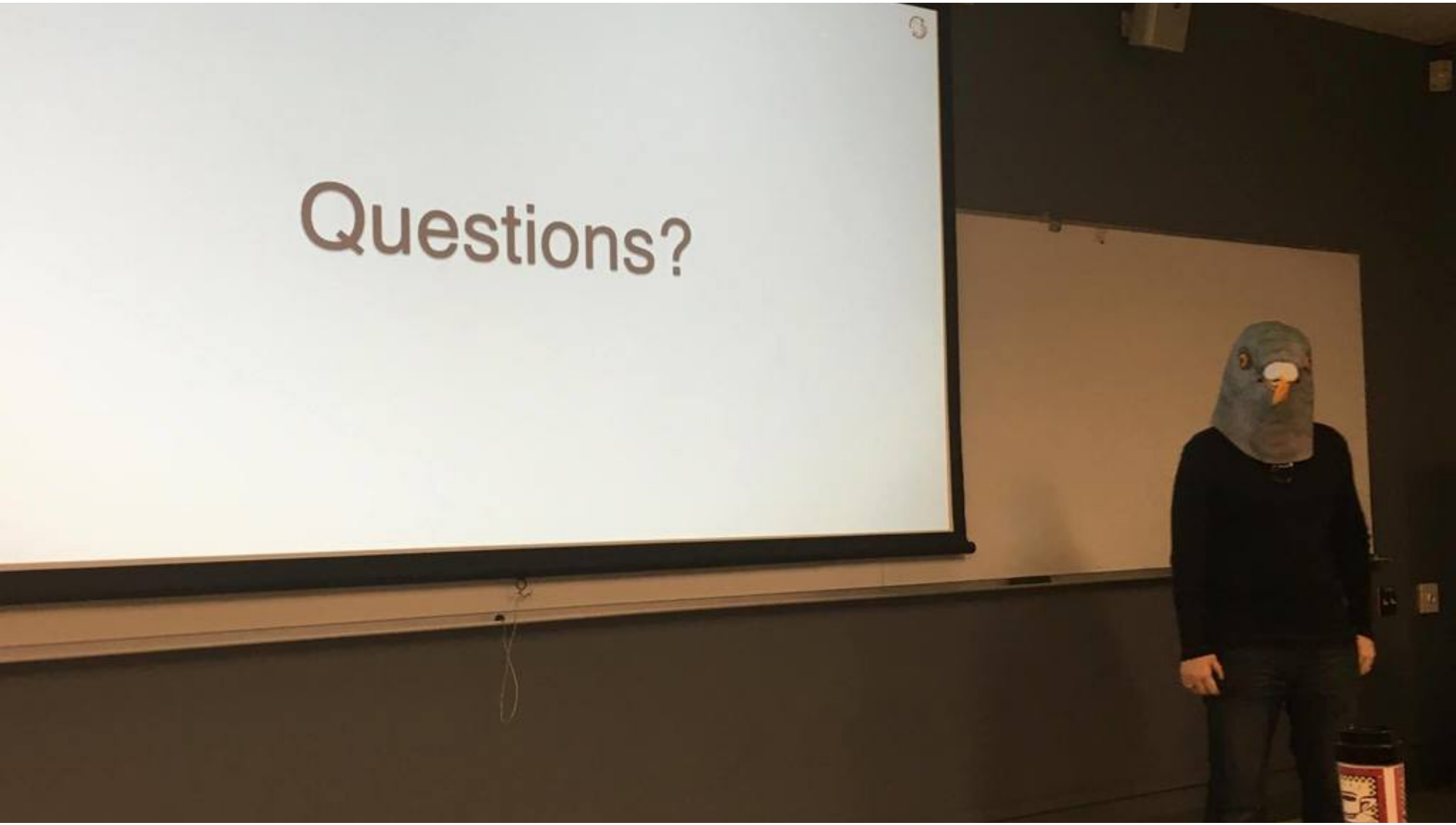
Mahrazh tih khales.

/man-NOM saw khal-ACC/

“*The man* saw the khal.”

French
grand homme “great man”
homme grand “tall man”

All three of these things *CAN* happen, but they never *NEED* to happen.


Questions?

Questions
Yes/No Questions
WH-Questions

Yes/No Questions or Polar Questions: Questions that call for an answer of “yes” or “no”, usually.

Are you going to the sock hop?
Do you enjoy talking about sock hops?

Question Particle
Verb Form
Both
Intonation
Word Order Change

Question Particle

Katabat haːða al-kitaːb.

“She wrote this book.”

Hal katabat haːða al-kitaːb?

“Did she write this book?”

Question Particle

Kono-hon o kakimashita.

“She wrote this book.”

Kono-hon o kakimashita ka?

“Did she write this book?”

Question Particle Sources

Words like “whether/if”, “yes”, “no”, “perhaps/maybe”, “come”, “or”.

Are we going to the store, or…?

Verb Form

eƛ’e-čó-y

/go-PRES-Q/

“Are you going?”

Verb Form Sources Similar to “conditional” or other “optative”-style modalities. Also same as question particles.

Intonation

Mi mamá me llamó ayer.

¿Mi mamá me llamó ayer?

Word Order Change

Ich habe jetzt vier Bücher.

Habe ich jetzt vier Bücher?

Verb is pulled out in front (result of emphasis).

WH-Questions: Questions that have a word that has a “w” and “h” in it in English: where, what, who, when, why, how.

Intonation often differs:
Did you eat the crackers?
Who ate the crackers?
The cat ate the crackers.

Two major placements for WH-Words:

(1) Sentence-initially

(2) In situ

Spanish

Pregunté a Ernesto.

¿A quién preguntaste?

¿Preguntaste a quién?

Many languages *allow* WH-words to be in situ (with a meaning difference); some require it.

Who(m) did you talk to?
You talked to *who(m)?*

The “movement”, again, just emphasis: Initial position is privileged.

Restrictions on two WH-words usually reducible to restrictions on two points of emphasis.

Placement
WH-Word Initial: 29%
WH-Word Elsewhere: 68%
Mixed Placement: 3%

Sources for WH-Words Usually a basic “WH”-y word. It’s then built into others.

Sources for WH-Words

Many languages don't distinguish "what" and "who" *or* "what" and "which".

Sources for WH-Words

Other WH-words usually reducible to “what time”, “what place”, “what way”, “what one”, etc.

RELATIVE CLAUSES

Relative Clause: A full sentence whose function is to describe another noun.

¡El carro, que me vendió, es un limón!

“The car that he sold me is a lemon!”

¡El carro, que me vendió, es un limón!

“The car that he sold me is a lemon!”

Relative clause *usually* has a role for the target of relativization.

the squirrel that I saw

Relative Clause

the squirrel | that I saw

Target of Relativization

Strategies for ToR
Gap
Resumptive Pronoun
Internally Headed

the squirrel that I saw ___

Gap Strategy

the squirrel that I saw ___

Resumptive Pronoun

the squirrel that I saw him

Internally Headed

I saw the squirrel ran away. My daughter loves I saw the squirrel.

Unrelated

The cat my mother talked to my aunt is happy.

The cat there's a TV show is happy.

Accessibility Hierarchy

Subject/Absolutive > Direct Object/Ergative > Indirect Object > Oblique > Genitive > Object of Comparative

the cat that saw me
the cat I saw
the cat I gave a fish
the cat for whom I slave
the cat whose tail is long
the cat I'm larger than

the cat that saw me

*the cat I saw

the cat that saw me

the cat that I saw it

Agreement with Gap

the cat that I saw __

the cat whom I saw __

that = invariant

who = case marked

Relative Pronouns = generally agree with case/ gender/number of the role of the *embedded* clause.

The cat that I saw is happy.

Subject Direct Object

The cat that I saw is happy.

Direct Object (Like Embedded Clause)

The cat whom I saw is happy.

Pronoun Placement

The cat whom I saw is happy.

Pronoun Placement

The cat I saw whom is happy.

Relative Clause Placement

Havzi me tih anha layafa.

/cat that saw I is-happy/

“The cat I saw is happy.”

Relative Clause Placement

Havzi me tih anha layafa.

/cat that saw I is-happy/

“The cat I saw is happy.”

Relative Clause Placement

Ūndan lue kēli kirine issa.

/I-saw whom cat happy is/

“The cat I saw is happy.”

Relative Clause Placement

Ūndan lue kēli kirine issa.

/I-saw whom cat happy is/

“The cat I saw is happy.”

Relative Clause Word Order

Havzi me tih anha layafa.

/cat that saw I is-happy/

“The cat I saw is happy.”

Relative Clause Word Order

Havzi me tih anha layafa.

/NOM COMP V NOM V/

“The cat I saw is happy.”

Old Dothraki
Tih anha hrazef.
/saw I horse/
“I saw the horse.”

Modern Dothraki
Anha tih hrazef.
/I saw horse/
“I saw the horse.”

Relative clauses often (not always, but often) preserve old word order.

German

Der Hund, der mich sah, ist freundlich.

German
SOV > SVO

Relative Clause Decisions

(1) Are my relative clauses going to come *before* or *after* my targets of relativization?

Relative Clause Decisions (2) Are my relative clauses going to use a gap, a resumptive pronoun, or be internally-headed?

Relative Clause Decisions (3) Are relative clauses going to use an invariant complimentizer or a relative pronoun?

Relative Clause Decisions

(4) How many nominal arguments in the hierarchy can be relativized?

Complementizer Sources

"That", "this", "the", WH-word (e.g. "which" or "where"), "for", nominalization, genitive.

Complementizer Sources

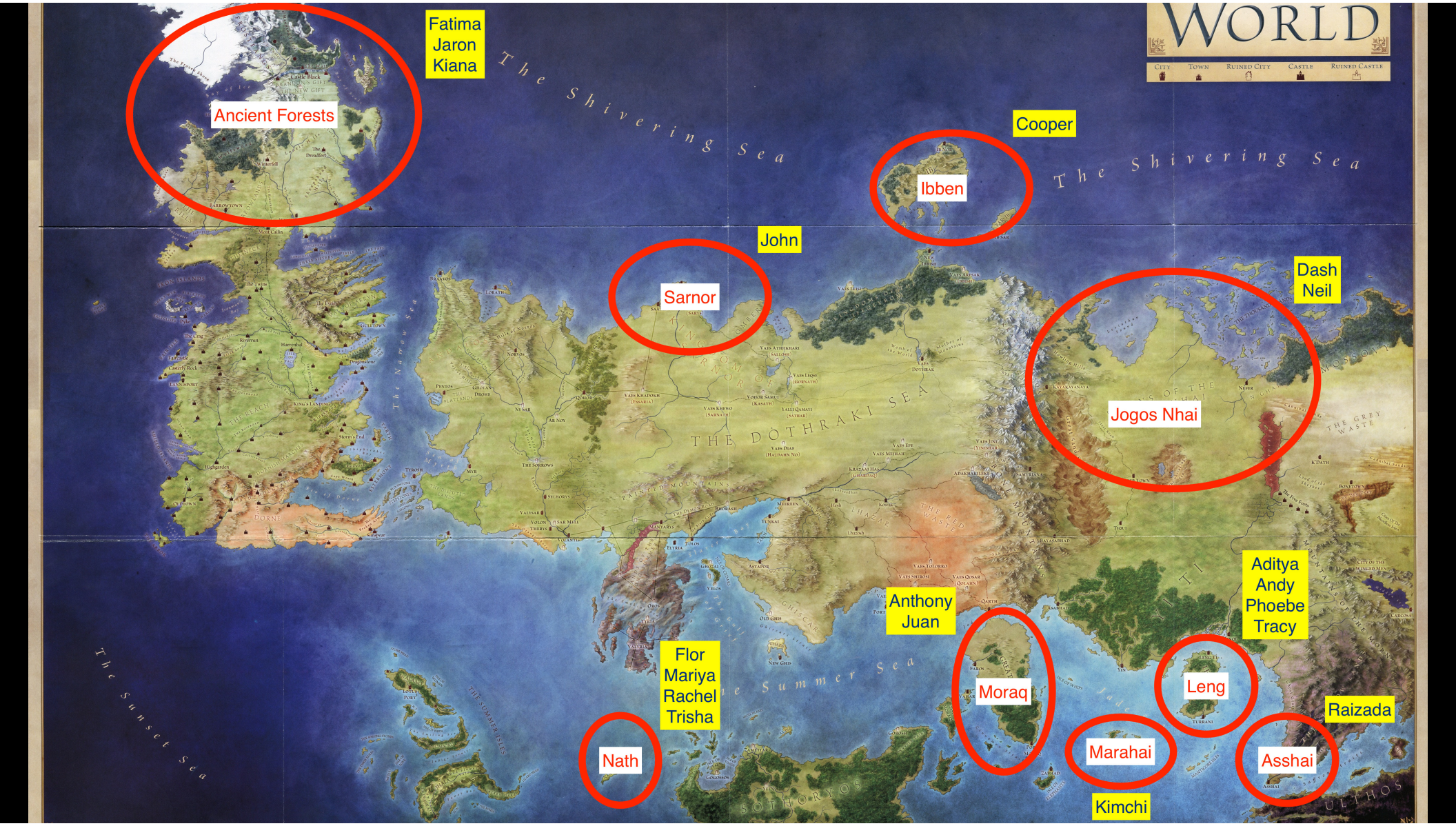
The man of my seeing.
The man seen by me.

Relative Pronoun

"That", "this", "the", WH-word (e.g. "who" or "what"), older pronouns no longer used.

Eternally Confusing

Give it to me, who(?) want(s?) to have it.


Fatima
Jaron
Kiana
Ancient Forests
Cooper
Ibben
John
Sarnor
Dash
Neil
Jogos Nhai
Anthony
Juan
Aditya
Andy
Phoebe
Tracy
Flor
Mariya
Rachel
Trisha
Moraq
Leng
Raizada
Nath
Marahai
Asshai
Kimchi
The Shivering Sea
The Sunset Sea
The Summer Sea
THE DOTHRAKI SEA
WORLD

Tonight
(1) PA: Write up your new nouns!

Okuna by Matt Pearson

Na *halmà* totsait teunyi.
“S/he put *the book* on the table.”

Hi Motlama totsait teunyi.
“Motla put it on the table.”

To Motlama *halmà* teunyi.
“Motla put *the book* there.”

Japanese

o:kadʒi ga kindʒo no kodomo {ni/nijotte} okita.

“The fire happened because of the neighborhood child.”

Japanese
takeʃi ga petto no inu ni
ʃinareta.
“Takeshi had his pet dog die.”

Japanese
takeʃi ga petto no inu ni ʃinareta.
“Takeshi was died by pet dog.”

Japanese
takeʃi ga petto no inu ni
ʃinareta.
/Takeshi NOM pet GEN dog
OBL died/

Borrowing

Word meaning dependent on how the borrowers *use* the word.

Pay To-Day and Trust To-Morrow

Borrowing

Sometimes a language will adopt a new phoneme (e.g. genre). Most times it will not.

Borrowing

If borrowing a word that's already present, it will take on a specialized sense.

salsa > sauce

Borrowing

Sometimes an English word doubles up to clarify.

Borrowing

salsa sauce

Borrowing

the alcohol

the algebra

el alhambra

Borrowing

attorney-general
attorney-generals

Borrowing

tamal ~ tamales

tamale ~ tamales

Grice's Maxims

These are rules all speakers have in their heads as defaults. When flouted, they trigger various effects.

Grice's Maxims

Maxim of Quantity
Maxim of Quality
Maxim of Relation
Maxim of Manner

Maxim of Quantity

Have you done your MA?

Maxim of Quantity
I've downloaded it and have started to really go through it, and I have kind of a lot of it almost done, and I'm feeling pretty good about it!

Maxim of Quantity

No.

Maxim of Quantity

Wow, your brother got married in Vegas? That's so exciting! What was the wedding like?

Maxim of Quantity

Good.

Maxim of Quantity

It was cool! There was a juggler, a magician, three Elvises, and they bungee-jumped off the Stratosphere when they said “I do!”

Maxim of Quantity

When the maxim of quantity is flouted, it's because the *truth* is the simple answer, but the circumstances aren't simple.

Maxim of Quality

Are you excited about the new Disturbed album?

Maxim of Quality

I’m breathless with anticipation…

Maxim of Quality

No.

Maxim of Quality

When the maxim of quality is flouted on purpose, it's usual for the sake of irony or sarcasm.

Maxim of Relation

I really want Top Dog, but I forgot my wallet!

Maxim of Relation

I’ve got a five.

Maxim of Relation

I have five dollars, which is enough to pay for one Top Dog, so I'll loan you this five dollars to purchase a Top Dog, and you can repay me.

Maxim of Relation

This maxim is flouted *constantly*, because we often do not need someone to explain every single detail of an utterance.

Maxim of Relation

"I'm against picketing, but I don't know how to show it."
-Mitch Hedberg

Maxim of Relation

It's funny, because if you're opposed to something, you picket it. But if you're against picketing, then you won't picket it.

Maxim of Relation

So if you show opposition by picketing something, how do you oppose picketing? It's logically impossible.

Maxim of Relation

In short: It's cooler when *you* figure out how a statement is relevant.

Maxim of Manner

Do you want to go to Baja Sonora or Papa Pilo's?

Maxim of Manner

Yes.

Maxim of Manner

Papa Pilo’s.

The Cooperative Principle

Topicalization
Subordination
Negation

Topicalization: Pulling something out in front that you're talking about (when it ordinarily wouldn't be there, usually).

Him I know.

Topic - Comment

Qu’est-ce que c’est que ça?

Qu’est-ce que c’est que ça?
What is it that it is that that is?

Est-ce que tu as mangé?

Est-ce que tu as mangé?
Is it that you have eaten?

Topicalization Done With Intonation
It-Cleft
Special Particle

Him I like.

Digression

All my friends are penguins.
My friends all are penguins.
My friends are all penguins.

It’s mulberries I like.

What do I like?

I.Sahondra no nanapaka ity hazo ity.

“It was Sahondra who cut this tree.”

I.Sahondra no nanapaka ity hazo ity.

“It was Sahondra who cut this tree.”

Japanese

ga = nominative

o = accusative

wa = topic

Japanese
Who are you?
watasi wa de:bido desu
/I TOP David am/

Japanese
Who is David?
wataʃi ga deːbido desu
/I NOM David am/

Topicalization Sources Demonstratives, deictics, articles, words that end up meaning “about” or “regarding”, pronouns.

It-Cleft Specifically Dummy equative clause (it is x, he is x, it has x, comes x, etc.)

Subordination: When some clause crucially depends on another clause.

Often introduced by before, after, because, if, so, that, when, while, etc.

While you were dancing.

I played an entire game of *Risk* while you were dancing.

While you were dancing I played an entire game of *Risk*.

I hope (that) you go to the store to get more ice cream.

I want (that) you go to the store to get more ice cream.

I want you to go to the store to get more ice cream.

I want him to go to the store to get more ice cream.

hope ~ want

I want a book.
I want {him/her/it}.

I hope a book. (???)
I hope {it/him/her}. (???)

I want him to…
I hope that…

Subordination Possibilities

I hope (that) he comes.

Ojalá que venga.

I hope for his coming.

Be Aware…
“Before”, “after”, “if”, “lest”,
“while”, etc.

Dothraki

Hash me jada, hash anha vaddrivak mae.

“If he comes, then I will kill him.”

Dothraki

Kash me remek, kash anha fich sajoes mae.

“While he was sleeping, (_) I took his horse.”

Non-Subordinating Coordination
“And”, “but”, “or”, “so”…

Coordinating Conjunctions

“I walked to the store and he stayed home.”

Coordinating Conjunctions

"I petted a cat for 20 minutes, but you'll go to Idaho in the spring for cockroaches."

and ≈ but

“And” = these two things are related and go together.
“But” = these two things contrast and go together.

Negation: Saying something's not happening, etc.

I don’t eat onions.
I’m not eating onions.
I eat no onions.

There are negative words and actual negative grammatical particles/affixes/words.

I never eat onions.

I do not eat onions.

Crucial: How you do negation will determine whether or not the grammar changes in negation.

German

Ich weiß. “I know.”

Ich weiß nicht. “I don’t know.”

German

Ich habe einen Hund.

“I have a dog.”

Ich habe keinen Hund.

“I don’t have a dog.”

German

Ich habe ein Boot.

“I have a boat.”

Ich habe kein Boot.

“I don’t have a boat.”

Spanish

Tengo dos pájaros en mis pantalones.

Spanish

No tengo dos pájaros en mis pantalones.

Spanish

Tengo unos lápices.

Spanish

No tengo lápiz.

Finnish

En puhu suomea.

Et puhu suomea

Ei puhu suomea.

Negation Strategies
Negative Particle
Negative Verb
Negative Adverb

Negative Particle/Adverb
For particle, decide placement.
For adverb, it goes where adverbs go.

Negative verbs generally inflect fully for tense, aspect, and modality, and agree the way other verbs do.

Sources of Negation

Words like “lack”, “leave”, “to abandon”, “to lose”, “to miss”, “to let”, etc. Also “without” and other abessive sources.

Sources of Negation
Also words for the smallest part of something.

French

Je ne mange rien.

Je ne vais pas.

Je n’écris point.

Sources of Negation

Negative particle sometimes basic. Also sometimes a word meaning “there isn’t” is basic.

Turkish

Yatakta kitaplar var.

Yatakta kitaplar yok.

“There are(n’t) books on the bed.”

Fulfulde
o waasii debbo makko.
/he lost wife his/
“He lost his wife.”

Fulfulde

ko miin waasi amde.

/FOC me NEG dance-INF/

“It’s me who didn’t dance.”

Fulfulde

ko miin waasi amde.

/FOC me NEG dance-INF/

“It’s me who lost dancing.”

Notice!

When negation comes from a transitive verb, the main verb is in the infinitive.

Tonight
(1) PA: More animals!
(2) MA7!

Qþyn|gài by Henrik Theiling

səχqɤqɬaχɤhàɯkài.
“Do not eat yellow snow.”

səχqɤqɬaχɤ̀hàɯkài.
“Do *NOT EVER* eat yellow snow!”

səχqɤqɬaχèhàɯkài.
“You should *TOTALLY* eat yellow snow!”

One More Thing…
Negative Verb Forms

Swahili

Ninasoma Kiswahili.

“I am studying Swahili.”

Tunasoma Kiswahili.

“We are studying Swahili.”

Swahili

Sisomi Kiswahili.

“I am not studying Swahili.”

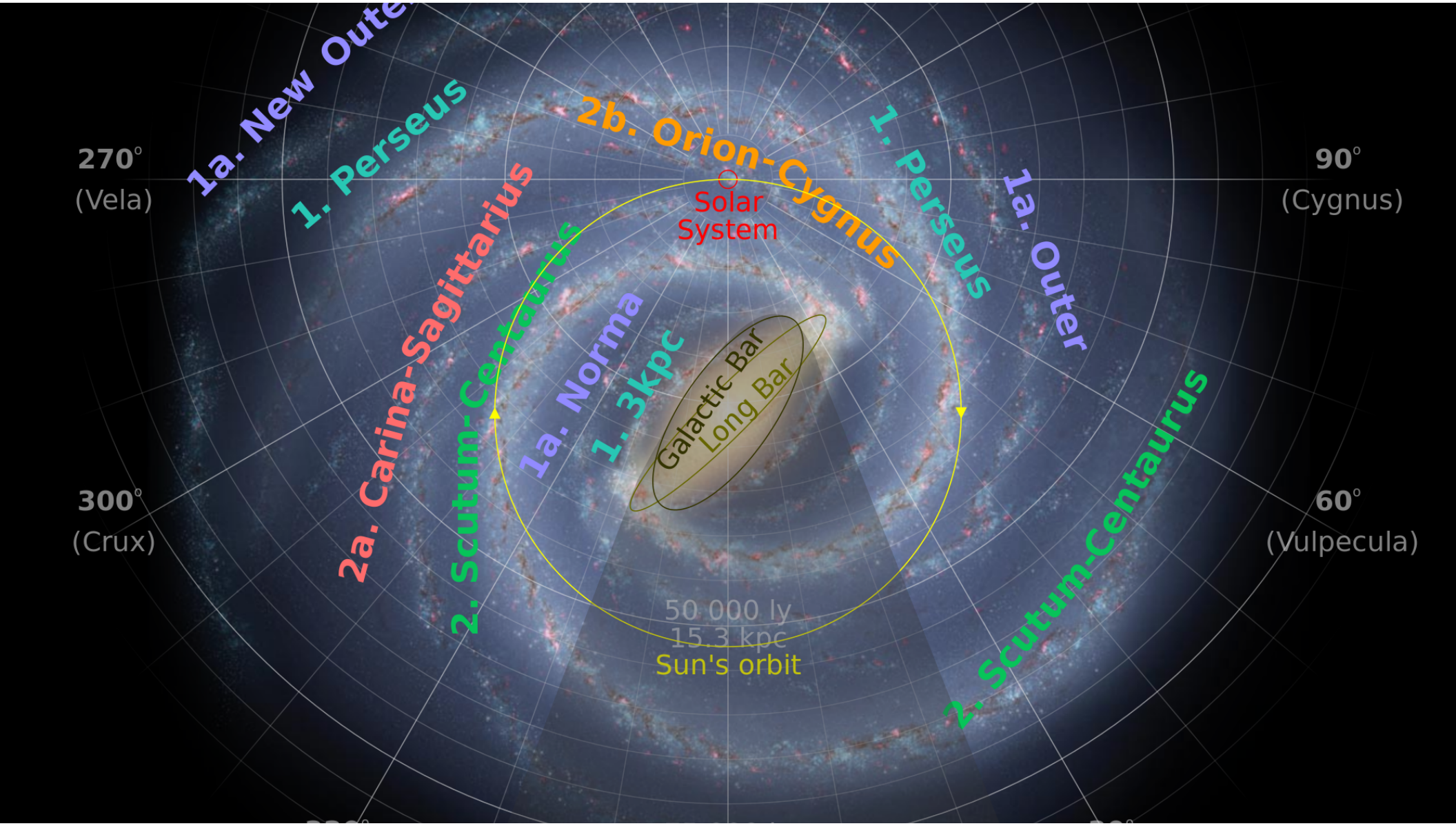
Hatusomi Kiswahili.

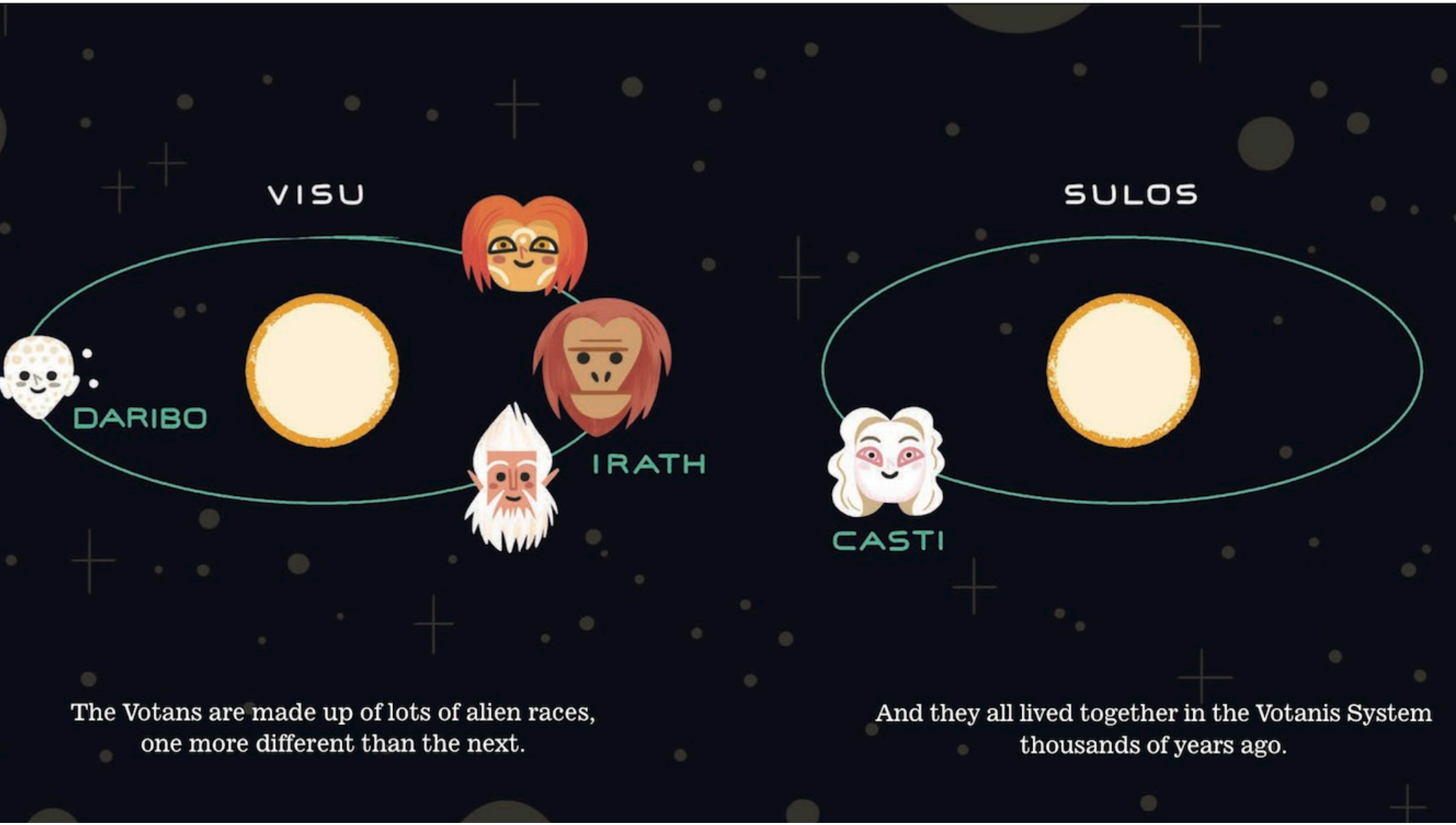
“We aren’t studying Swahili.”

Perfectly possible to have a negative verb form. Same evolution: Just make it a verbal affix.

IRATHIENT

Irathient is the language of the Irathient people, from the planet now called Casti. They reject technology, for the most part, and prefer a more nomadic existence.


1a. New Outer
1. Perseus
2b. Orion-Cygnus
1. Perseus
1a. Outer
2a. Carina-Sagittarius
2. Scutum-Centaurus
1a. Norma
1. 3kpc
Solar System
Galactic Bar
Long Bar
270°
(Vela)
90°
(Cygnus)
300°
(Crux)
60°
(Vulpecula)
50 000 ly
15.3 kpc
Sun's orbit
2. Scutum-Centaurus



The Votans are made up of lots of alien races,
one more different than the next.

And they all lived together in the Votanis System
thousands of years ago.

Head-Initial

VOS

NA

NR

NG

PN

Intransitive

ɛzɛgnə ɛnɛligə zmainɛ.

“The woman is sleeping.”

Intransitive

ɛzɛgnə ɛnɛligə zmainɛ.

“The woman is sleeping.”

Transitive

zɛta ɛttu ulikɛ zmainɛ.

“The woman is watching the river.”

Transitive

zɛta ɛttu ulikɛ zmainɛ.

“The woman is watching the river.”

Agreement

εzεgnə εnεligə zmainε.

“The woman is sleeping.”

Agreement

ahɛgnə ɛnɛligə honumɛ.

“The stranger is sleeping.”

Agreement

atɛgnə ɛnɛligə tipasku.

“The bird is sleeping.”

Agreement

anɛgnə ɛnɛligə inagna.

“The family is sleeping.”

	Front	Central	Back
High	i	ə	u
Low	ɛ		a

	Front	Central	Back
High	i	ə	u
Low	ɛ		a

Passive

zɛta ɛttu ulikɛ zmainɛ.

“The woman is watching the river.”

Passive

twa uttu ulikɛ.

“The river is being watched.”

Verb Change
ɛttu → uttu

Auxiliary Change
zɛta → twa

Passive

twa uttu ulikɛ tha zmaine.

“The river is being watched by the woman.”

Causative

ɛzɛgnə ɛlu zmainɛ.

“The woman is eating.”

Causative

uzɛgnə ɛlu zmainɛ.

“The woman feeds.”

Causative

uzɛgnə tipasku ɛluhɛ zmainɛ.

“The woman feeds the bird.”

Auxiliary Change
ɛzɛgnə → uzɛgnə

Verb Change
ɛlu → ɛluhɛ

Word Order Change
AVS → AOVS

Applicative

ɛzɛgnə ɛlu zmainɛ.

“The woman is eating.”

Applicative

ɛzɛgnə ɛluhɛ zmainɛ.

“The woman is eating for someone.”

Applicative

ɛzɛgnə skir ɛluhɛ zmainɛ.

“The woman is eating for the boy.”

Verb Change
ɛlu → ɛluhɛ

Word Order Change
AVS → AOVS

Verbal suffix denotes special argument comes before it. Context determines what its role is.

Yes/No Question

ɛzɛgnə skir ɛluhɛ zmainɛ.

“The woman is eating for the boy.”

Yes/No Question

ɛzɛgnə skir ɛluhɛ zmainɛ?

“Is the woman eating for the boy?”

WH-Question

ɛzɛgnə skir ɛluhɛ hazə?

“Who is eating for the boy?”

WH-Question

ɛzɛgnə hazə ɛluhɛ zmainɛ?

“Who is the woman eating for?”

Negation

ɛzɛgnə ɛlu zmainɛ.

“The woman is eating.”

Negation

ɛzɛgnə ɛlu zmainɛ mɛmɛ.

“The woman is not eating.”

Relative Clauses

ɛzɛgnə ɛlu zmainɛ.

“The woman is eating.”

Relative Clauses

ɛzɛgnə ɛlu zmainə zututtun ulikɛ zvoʃnɛ.

“The woman who watched the river is eating.”

ToR Change
zmainɛ → zmainə

Verb Change

Aux+Agr/Tns V → V+Agr/Tns

Gap for ToR

Adjective at end which agrees with ToR (-oɲ).

Relative Clauses

ɛzɛgnə ɛlu zmainə zututtunə ulikɛ zvoɲɛ.

“The woman who is watching the river is eating.”

Relative Clauses

ɛzɛgnə ɛlu zmainə tuzuttun ulikɛ zvoʃnɛ.

“The woman whom the river watched is eating.”

Relative Clauses

ɛzɛgnə ɛlu zmainə tuzuttunə ulikɛ zvoʃnɛ.

“The woman whom the river is watching is eating.”

Relative Clauses

ɛzɛgnə ɛlu zmainə zututtun ulikɛ zvoʃnɛ.

“The woman who watched the river is eating.”

Relative Clauses

ɛzɛgnə ɛlu honumə zututtun ulikɛ hoɲi.

“The stranger who watched the river is eating.”

Relative Clauses

ɛzɛgnə ɛlu tipasku zututtun ulikɛ toɲa.

“The bird who watched the river is eating.”

Relative Clauses

ɛzɛgnə ɛlu zmainə zututtun ulikɛ zvoʃnɛ.

“The woman who watched the river is eating.”

Adjectives

zmainɛ

“woman”

tipasku

“bird”

Adjectives
zmainə zupimɛ
“beautiful woman”

tipasku tipima
“beautiful bird”

Relative Clauses

ɛzɛgnə ɛlu zmainɛ zututtun ulikɛ.

“The woman who watched the river is eating.”

Relative Clauses

ɛzɛgnə ɛlu zmainə hatuttunhɛ ulikɛ honumɛ zvoɲɛ.

“The woman for whom the stranger watched the river is eating.”

Questions?

Tonight
(1) PA: Find a non-Roman writing system.
(2) MA8

CONLANG SYNTAX ASSIGNMENT

LINGUISTICS 183
WEEK 5

Elephant’s Memory by Timothy Ingen Housz

“Do you hear the frog shout?”

“I am so happy that you are pregnant”

ORTHOGRAPHY

Orthography > *ortho-*
"correct" + *graph-* "write"

Orthography: The way a group of speakers use a writing system to record their language.

Writing system: A system of glyph shapes mapped to sounds and a method for combining them and writing them down.

Glyph: The smallest whole unit of a writing system.

Glyph

あ 堊 a 𝒜 𝒰 $ ☃

Writing System

あうふげれまぱボドロワヰ

ヱンザガ ヵ ホ ラ 丶 ロ ギヤじ

両世堊巵改那鄆好彾下七爾

Writing System
あああああ。

あああああ。

Orthography

食べました

*たべました

*タベマシタ

*食べまシた

Romanization

tabemasita

tabemashita

tabemashta

tah-bay-mosh-tah

食べました

tabemashita

/ta.be.ma.si.ta/

[ˈta.be.ma.ʃi̥.ta]

“ate”

食べました

tabemashita

/ta.be.ma.si.ta/

[ˈta.be.ma.ʃi̥.ta]

“ate”

食べました

tabemashita

/ta.be.ma.si.ta/

[ˈta.be.ma.ʃi̥.ta]

“ate”

dothrakhqoyi

/do.θrax.qo.ji/

[ˈd̪ɤ.θrax.qɔ.ji]

“bloodrider”

Orthography

Below is the orthography for Thawayan. This includes all graphemes as defined in the language's phonology settings - excluding the non-distinct graphemes/polygraphs.

Orthography										Thawayan
'!!n /ˀ!!˜/	'|n /ˀĩ/	'‖n /ˀl̃/	'‡n /ˀǂ̃/	'!n /ˀĩ/	'Θn /ˀθ̃/	!! /!!/	!!' /!!ˀ/	!!g /!!ˌ/	!!h /!!ʰ/	!!n /!!˜/
!!q /!!͡q/	!!q' /!!͡qʼ/	!!qh /!!͡qʰ/	!!x /!!͡χ/	!!x' /!!͡χʼ/	ḅ /ᵐb/	ḍ /ⁿd/, [ⁿd͡z][1]	| /|/	|' /|ˀ/	|g /|̩/	|h /|ʰ/
|n /ĩ/	|q /ĩ͡q/	|q' /ĩ͡qʼ/	|qh /ĩ͡qʰ/	|x /ĩ͡χ/	|x' /ĩ͡χʼ/	‖ /‖/	‖' /‖ˀ/	‖g /‖̩/	‖h /‖ʰ/	‖n /l̃/
‖q /‖͡q/	‖q' /‖͡qʼ/	‖qh /‖͡qʰ/	‖x /‖͡χ/	‖x' /‖͡χʼ/	‡ /ǂ/	‡' /ǂˀ/	‡g /ǂ̩/	‡h /ǂʰ/	‡n /ǂ̃/	‡q /ǂ͡q/
‡q' /ǂ͡qʼ/	‡qh /ǂ͡qʰ/	‡x /ǂ͡χ/	‡x' /ǂ͡χʼ/	! /!/	!' /!ˀ/	!g /!̩/	!h /!ʰ/	!n /ĩ/	!q /!͡q/	!q' /!͡qʼ/
!qh /!͡qʰ/	!x /!͡χ/	!x' /!͡χʼ/	Θ /ʘ/	Θ' /ʘˀ/	Θg /ʘ̩/	Θh /ʘʰ/	Θn /ʘ̃/	Θq /ʘ͡q/	Θq' /ʘ͡qʼ/	Θqh /ʘ͡qʰ/
Θx /ʘ͡χ/	Θx' /ʘ͡χʼ/	g!!h /!!ʰ/	g!!q /!!͡ɢ/	g!!x /!!͡ʁ/	g|h /|ʰ/	g|q /ǀ͡ɢ/	g|x /ǀ͡ʁ/	g‖h /‖ʰ/	g‖q /‖͡ɢ/	g‖x /‖͡ʁ/

Orthography

Below is the orthography for Qaati. This includes all graphemes as defined in the language's phonology settings - excluding the non-distinct graphemes/polygraphs.

Orthography								? Qaati
Aa /ä/	Çç /ç/	Ẋẋ /χ/	Ẋẇ ẋẇ /χʷ/	Cc /t͡ʃ/	Ć ć /t͡ʃʲ/	Dd /t/	ʔ /ʔ/	Gg /k/
Ii /i̇/	Jj /j/	Kk /kʼ/	KW kw /kʷ/	Ll /l/	Ĺ ĺ /lˀ/	Mm /m/[1]	Nn /n/	Ń ń /nˀ/
Pp /p/	Qq /q/	Q' q' /qʼ/	QW qw /qʷ/	Ss /s̻/	SH sh /ʃ/	Tt /tʼ/	TL tl /tˡ/	TS ts /t͡s/
TŚ tś /t͡sʼ/	TŁ tł /t͡ɬ/	TĹ tĺ /t͡ɬʼ/	Ww /w/	Xx /x/	XW xw /xʷ/	Zz /s̺/	Łł /ɬ/	
✖ Unknown alphabetical order								

1. Contrastive only at the beginning of words

» Distribution

Orthography

Below is the orthography for Peyatic. This includes all graphemes as defined in the language's phonology settings - excluding the non-distinct graphemes/polygraphs.

Orthography								Peyatic	
Aa /ɑ/	Ââ /æː/	Êê /eː/	Ôô /ʊː/	Þþ /ð/	Bb /b/	Cc /ʃ/	Dd /d/	Ee /ɛ/	Ff /f/
Gg /g/	Hh /ː/	Ii /i/	Jj [j]	Kk /k/	Ll /l/	Mm /m/	Nn /n/	Oo /o/	Pp /p/
Rr /ʀ/	Ss /s/	Tt /t/	Uu /u/	Vv /v/	Ww [w]	Yy /ʏ/	Zz /z/, [s][1]		
✖ Unknown alphabetical order									

1. z becomes s after a voiceless stop

» Distribution

Articles

Latest 8 related articles listed below.

Peyatic Verbs
Peyatic Verbs don't decline for person or number, but they d... 10-Sep-16 15:31

Peyatic Morphological Rules
Peyatic word merging is regulated through the following morp... 01-Sep-16 16:38

Orthography

Below is the orthography for Koman. This includes all graphemes as defined in the language's phonology settings - excluding the non-distinct graphemes/polygraphs.

Orthography								Koman
Aa /a/	Ää /æ/	Üü /y/	Bb /b/	Cc /d͡ʒ/	Dd /d/	DH dh /ð/	Ee /e/	Gg /g/
Hh /h/	Ii /i/	Jj /ʒ/	Kk /k/	KH kh /h/	Ll /l/	Mm /m/	Nn /n/	NG ng /ŋ/
Oo /o/	Pp /p/	Rr /r/	Ss /s/	Tt /t/	TH th /θ/	Uu /u/	Vv /β/, /β/	Ww /w/
Yy /j/	Zz /z/	Ōō /o:/	Şş /ʂ/	Ūū /u:/	Āā /ɒ/	Ēē /ə/	Ğğ /ʁ/	Īī /i:/
✖ Unknown alphabetical order								

» Distribution

Orthography

Below is the orthography for Čihken. This includes all graphemes as defined in the language's phonology settings - excluding the non-distinct graphemes/polygraphs.

Orthography								Čihken
Aa /ɑ/, [ɒ̟][1]	Áá /ɑː/	Ææ /æ/	Éé /e̞ː/	Íí /iː/	Óó /ɒː/	Úú /uː/	Ýý /əː/	BH bh /v/, [ʊ][2]
Cc /t͡s/	CC cc /t͡sː/	Ǽǽ /æː/	Dd /d̪/, [d̪ʲ][3], [d̪ʰ][4]	DD dd /d̪ː/, [d̪ːʲ][5]	Ee /e̞/, [ø][6]	Gg /g/, [gʲ][7], [gʰ][8]	GG gg /gː/, [gːʲ][9]	HD hd /ʰd̪/
HDD hdd /ʰd̪ː/	HG hg /ʰg/	HGG hgg /ʰgː/	HK hk /ʰk/	HKK hkk /ʰkː/	HT ht /ʰt̪/	HTT htt /ʰt̪ː/	Ii /i/, [y][10]	Kk /k/, [kʲ][11], [kʰ][12]
KK kk /kː/, [kːʲ][13]	Ll /l/, [lʲ]	LL ll /lː/, [lːʲ]	Nn /n̪/, [n̪ʲ]	NN nn /n̪ː/, [n̪ːʲ]	Oo /ɒ/	PH ph /f/	Ss /ɦ/	Tt /t̪/, [t̪ʲ][14], [t̪ʰ][15]
TT tt /t̪ː/, [t̪ːʲ][16]	Uu /u/, [ʉ][17]	Yy /ə/, [ø][18], [e̞][19]	Ŋŋ /ŋ/, [ŋʲ]	ŊŊ ŋŋ /ŋː/, [ŋːʲ]	Šš /ʃ/	Čč /t͡ʃ/	ČČ čč /t͡ʃː/	Đđ /θ/
✖ Unknown alphabetical order								

1. after labiodentals
2. word initially
3. before front vowels
4. word initially
5. before front vowels
6. after labiodentals

The Alphabet:

Letter	Name	Pronunciation
A, a	a	pronounced as 'ah' [a] when stressed, or 'uh' [ə] when unstressed
B, b	bi	[b] same as in English
C, c	ci	pronounced as [k], except before e and i, where is sounds like ch [tʃ] in church.
D, d	di	[d] same as in English
E, e	e	pronounced as 'eh' [ɛ] when stressed, or [ə] when unstressed
F, f	fi	pronounced as [v], silent as a final letter
G, g	gi	same as in English: the hard sound as in gas [g], except before e and i where it has the soft sound as in general [dʒ]
H, h	ach	very lightly sounded, if at all [h]
I, i	i	pronounced as 'ee' [i] when stressed, or 'ih' [ɪ]when unstressed
K, k	ka	[k] same as in English
L, l	el	[l] same as in English
M, m	em	[m] same as in English
N, n	en	[n] same as in English
O, o	o	[ɔ]pronounced as 'aw' or 'augh'
P, p	pi	[p] same as in English
R, r	er	trilled [r] as in Spanish or Italian
S, s	es	pronounced as [z] between vowels, otherwise as ss [s]
T, t	ti	[t] same as in English
U, u	u	[ɨ], a central unrounded vowel, like 'i' pronounced in the middle of the mouth. It can be long or short.
W, w	dubl w	same as in English, sometimes used as a vowel pronounced as 'oo' as in boot when stressed [u], or 'oo' as in book when unstressed [ʊ].
Y, y	i greg	pronounced as 'ee' [i]

Brithenig
Spoken on Earth in an alternate timeline where the Romans (with their alphabet) stay in England.

Other Artlangs

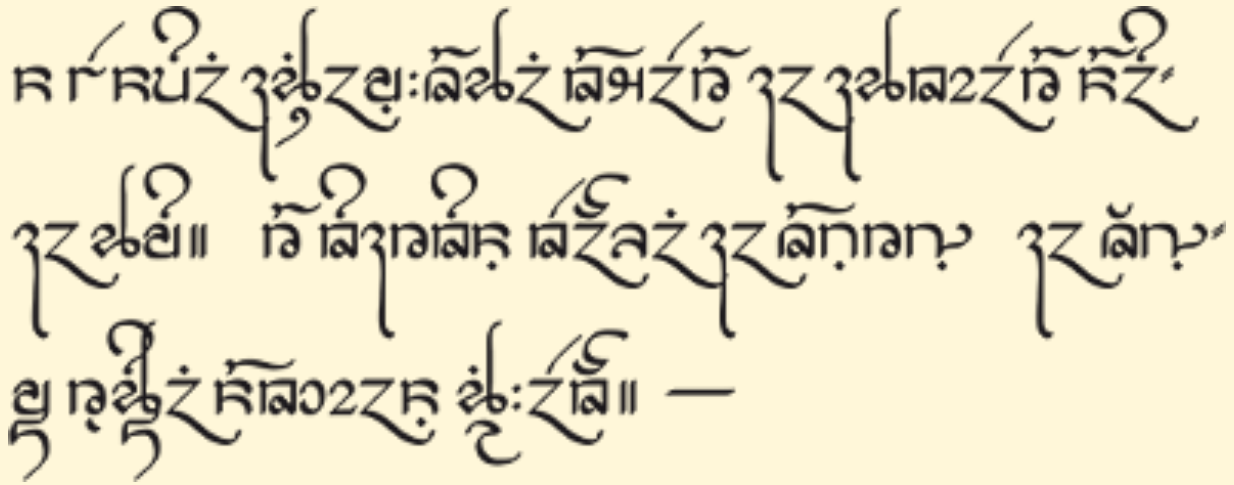
Some universe where Earth doesn't exist, let alone the Romans or their alphabet.

Brithenig
Romanization =
Orthography
Its construction is part of the
fiction and an artistic choice.

Other Artlangs
An exercise in pointlessness.

If the romanization has no existence within the fictional universe, it's for *US*—those in the real world. It should not involve "creativity".

Creativity is for the actual, real orthography.



Sa vesayon keynam-ikan tiganeri nay kaytanyeri sino nay kamo. Ri toraytos tenuban nay iprang, nay ang mya rankyon sitanyās ku-netu.

.i iâþabla xén ta igém êcmig vilc ol,ta fnân ol kirotedon ta délvèdén ûmro.

[ɪ ɪɑθabla ksen ta ɪgem øʃˢmɪg vɪlʃˢ olta fnɑn ol kɪrotœdon ta delvɛden ʊmro]

Maxims of Orthography

Encode Language

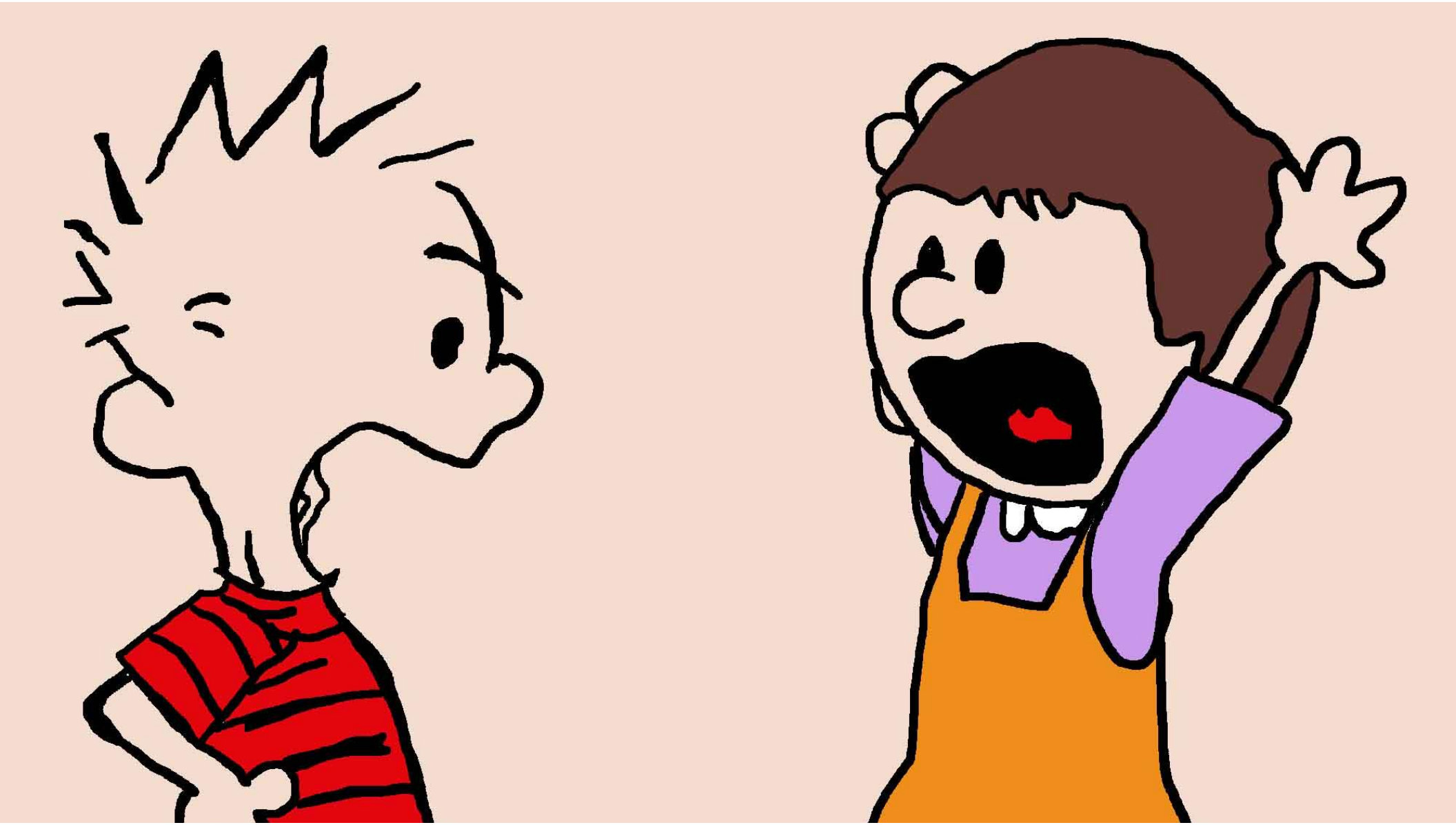
Be Easy to Write

Be Easy to Read

Be Unambiguous

Encode Language

I’m the expert?



Encode Language

I’m the expert?
I’m the expert⁉
I’m the expert¿

Encode Language

	PROS	CONS
ALL INTONATION	Fully Explicit	Hard to Use
BASIC STUFF	Easy to Use	Ambiguous

Be Easy to Write

鸙

Be Easy to Write

北京的名胜很多，一个人就是在这儿呆上几个星期，离开时也没能把主要的景点看完。

Be Easy to Write

The sights of Beijing are so numerous that one can spend several weeks here and leave without having seen all of the important ones.

Be Easy to Write

Chinese = 40 characters
English = 132 characters

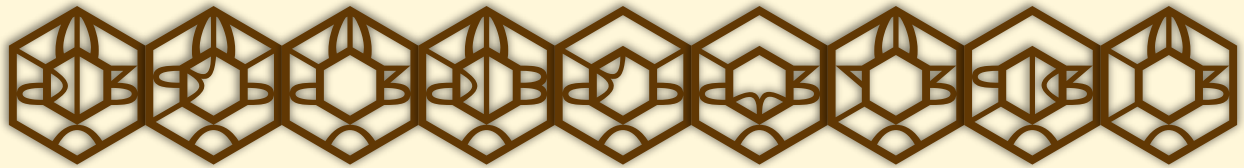
Be Easy to Write

	PROS	CONS
COMPLEX GLYPHS	Compact	Hard to Learn/Use
SIMPLE GLYPHS	Easy to Learn/Use	Lengthy

Be Easy to Read

David J. Peterson

Be Easy to Read



Be Easy to Read

Glyphs that are different shapes are more easily distinguished, which tends to make them easier to read.

Be Easy to Write

	PROS	CONS
UNIFORM GLYPHS	Easier to Write	Harder to Read
VARIED GLYPHS	Easier to Read	Harder to Write

Be Unambiguous

there

their

they’re

there’re

Be Unambiguous

dher

Be Unambiguous

Dher thriy cats in may ruwm.

Be Easy to Write

	PROS	CONS
PHONETIC SPELLING	Predictable Spelling	Potentially Confusing
LEXICAL SPELLING	Richer Signal	Irregular Spellings

WRITING AS ART

1484

w
ɪ
l
m
ɛ
n
d
f
n
ɛ
s
ɪ
z
f
o
ɹ
f
ɪ
ʃ

Good orthography
≠ pretty glyphs.

The *system* is what makes writing systems interesting; *not* the glyphs.

TYPES OF WRITING SYSTEMS

Alphabet
Abjad
Abugida
Syllabary
Complex

Alphabet
1 Glyph = 1 Sound

Alphabet

А = /a/ Б = /b/ В = /v/ Г = /g/
Д = /d/ Е = /jɛ/ Ж = /ʒ/
З = /z/ И = /i/ Й = /j/ К = /k/

Alphabet

thought = /θɑt/

six = /sɪks/

говорить = /gɔvɔrʲitʲ/

его = /jɛvɔ/

Гавайий = /havaii/

Alphabet

Only invented once. All other alphabets descended from or were inspired by that alphabet.

Abjad
1 Glyph = 1 Consonant

Abjad

Consonantal alphabet: The only ones that get *full* glyphs are consonants.

Abjad

ا = /ʔ/ ب = /b/ ت = /t/ ث = /θ/

ج = /ʒ/ ح = /ħ/ خ = /x/ د = /d/

ذ = /ð/ ر = /r/ ز = /z/ س = /s/

Abjad

كتب = /kətəbə/ “he wrote”

كتب = /kutub/ “books”

Abjad

كَتَبَ

كُتُبٌ

Abjad

ا = /ʔ/

ي = /j/

و = /w/

ا = /aː/

ي = /iː/

و = /uː/

Abugida
1 Glyph = 1 Consonant (But Also Vowel Modifiers)

Abugida

	ka	ke	ki	ko	ku
Hindi	क	के	कि	को	कु
Tamil	க	கெ	கி	கொ	கு
Cham	ꨆ	ꨆ꩜	ꨆ꩝	ꨆ꩞	ꨆ꩟

Abugida

क /ka/

ಕ /ka/

क् /k/

ಕ್ /k/#

Syllabary
1 Glyph = 1 Syllable

Syllabary

	-a	-i	-u	-e	-o
k	か	き	く	け	こ
t	た	ち	つ	て	と
n	な	に	ぬ	ね	の

Syllabary

Japanese kana ≈ Greek alphabet

Complex
1 Glyph = ?

Complex

明天我的朋友會爲我做生日蛋糕.

Míngtiān wǒ de péngyou huì wèi wǒ zuò shēngri dàngāo.

“Tomorrow my friends will make a birthday cake for me.”

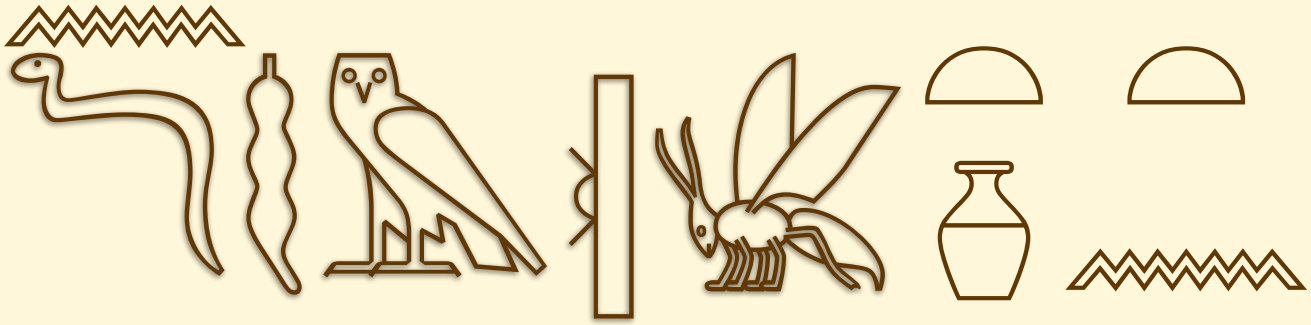
Complex

明天我的朋友會爲我做生日蛋糕.

Míngtiān wǒ de péngyou huì wèi wǒ zuò shēngri dàngāo.

“Tomorrow my friends will make a birthday cake for me.”

Complex



ndm bjt tn

“This honey is sweet.”

Complex

ndm bjt tn

“This honey is sweet.”

Land Ho!
じょう りく
上陸！
も しま
燃える島パンクハザード
The Burning Island, Punk Hazard

Land Ho!
じょう りく
上陸!
も しま
燃える島パンクハザード
The Burning Island, Punk Hazard

2pm for first movie (Bloodsport). After that The Warriors.

Wasn't Father's Day last week?

Am I being trolled

June 18th. Look it up.

Lol

My dad. DID NOT CORRECT ME

I leave on Saturday morning :(

9am

You're not living life correctly.

I'm going to Disneyland here in a few. Can I pick you guys up something from 711 and say hey?

Maybe. Taking off. Landing at 9:15. Daughter's asleep then.

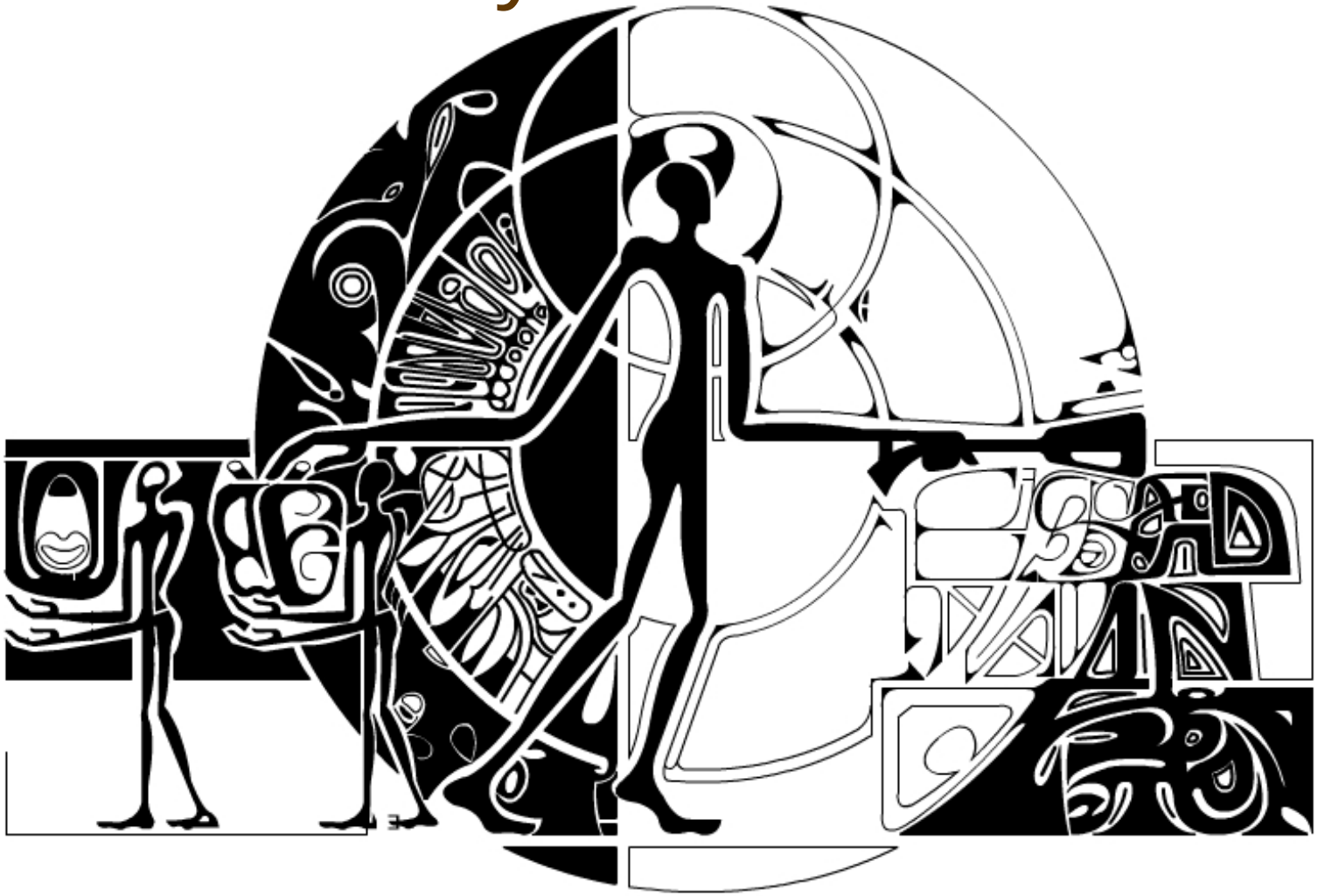
Talk later!

Or Saturday.

Delivered

Tonight
(1) PA20 = Come up with some pictorial sources for glyphs!

Idrani by Trent Pehrson



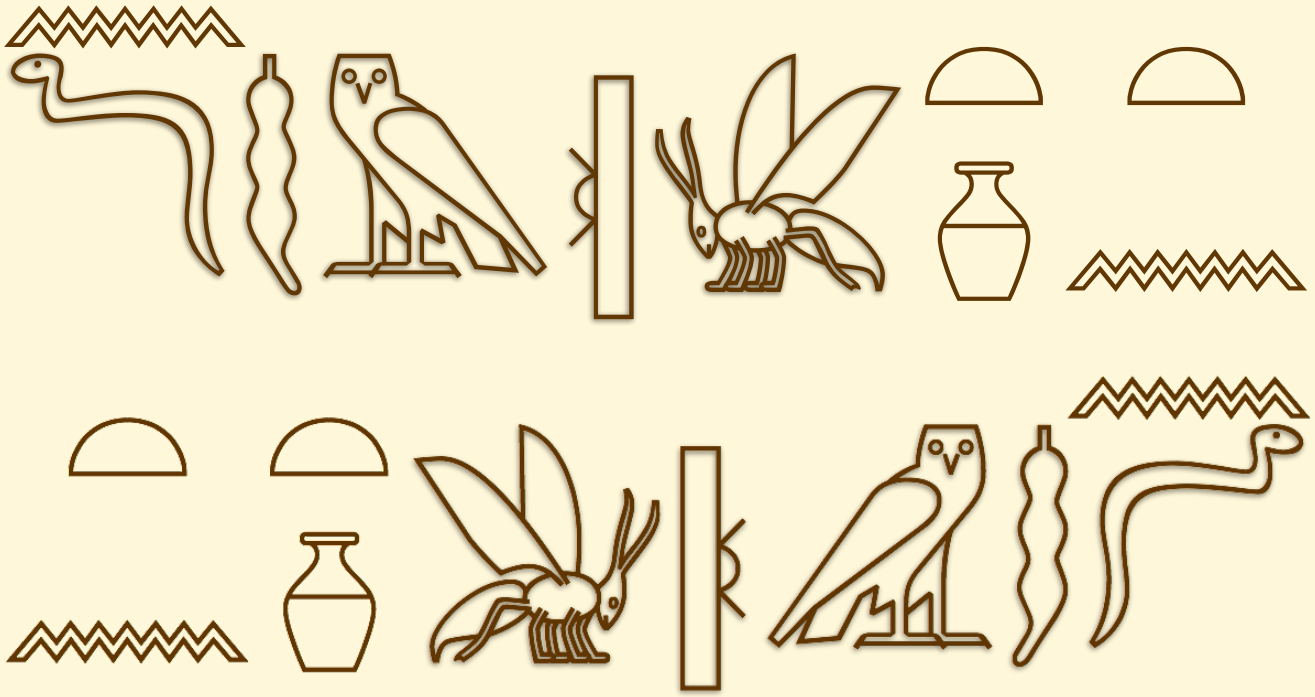
Tonight
(1) PA21 = Details of your orthography!

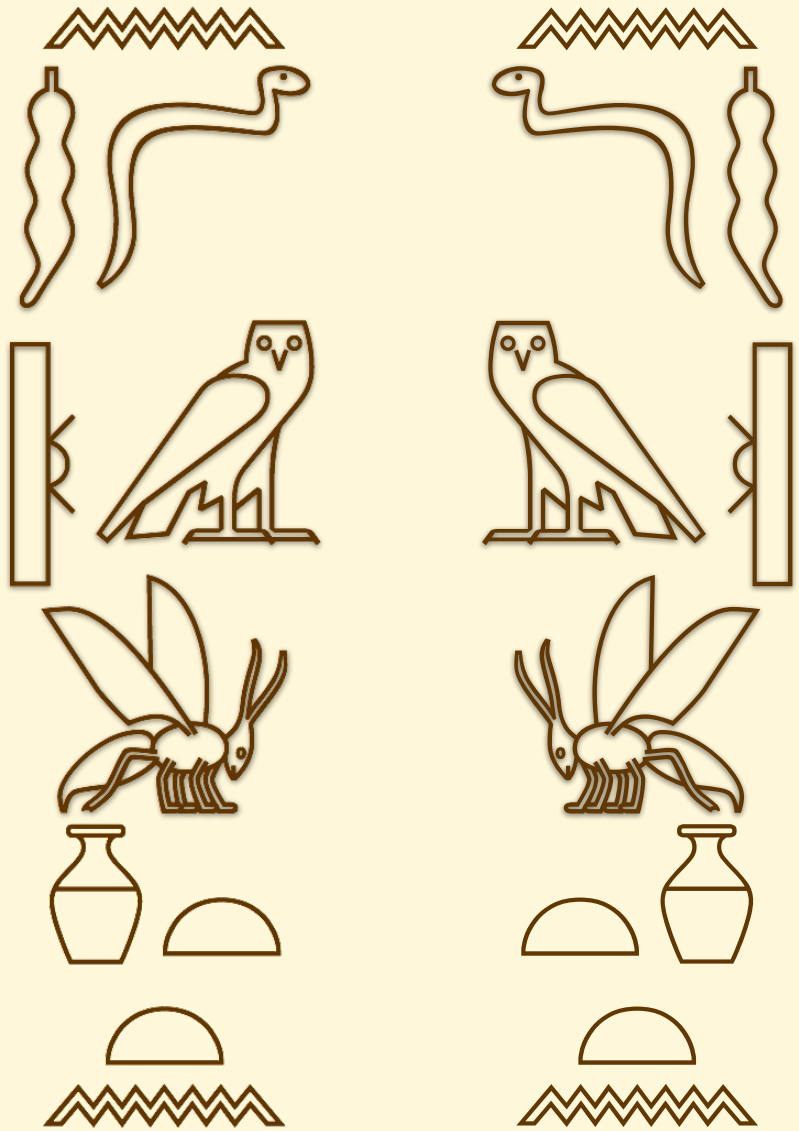
Alphabet
Abugida
Abjad

Direction of Writing

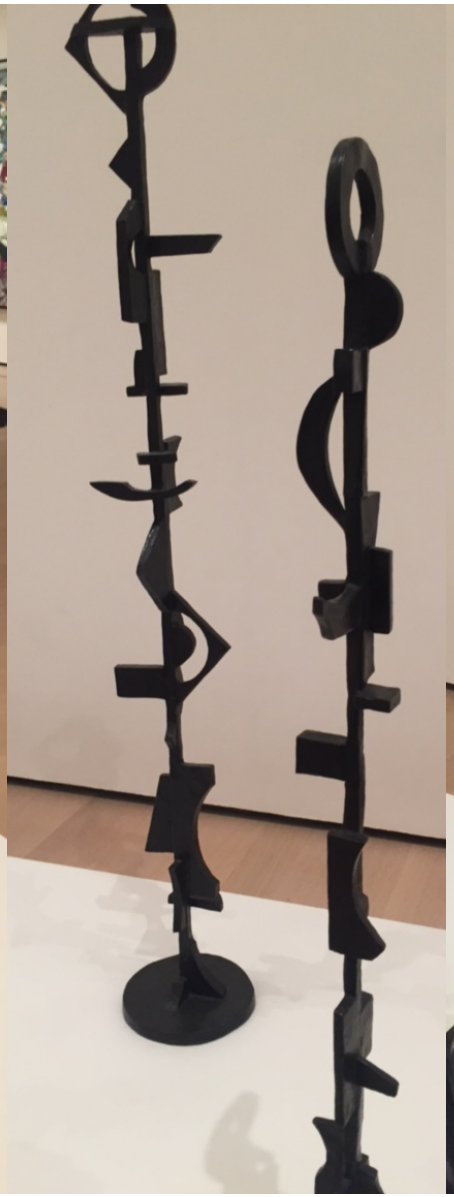
The boy read a book.

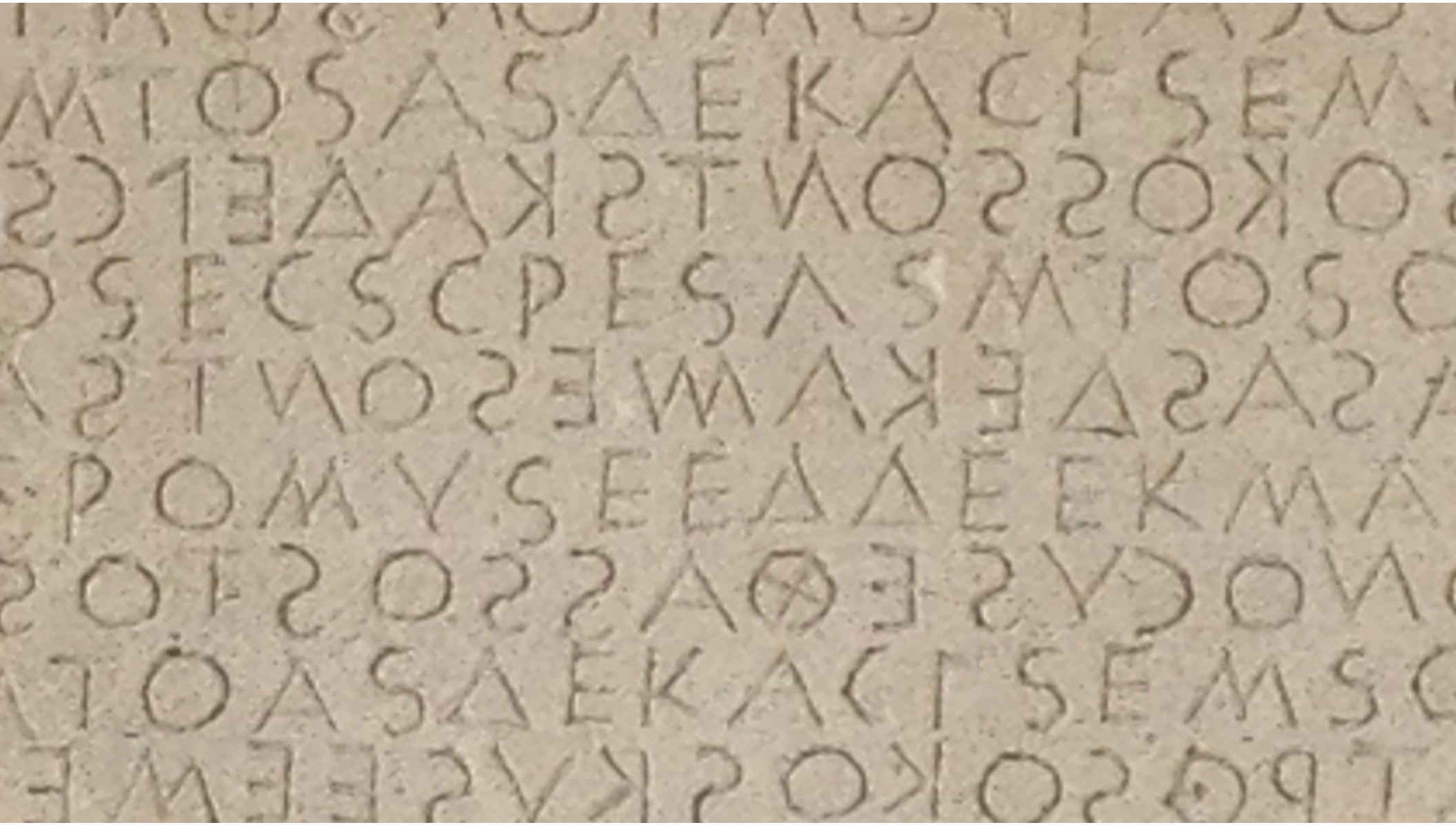
الولد قرأتو كتاباً.

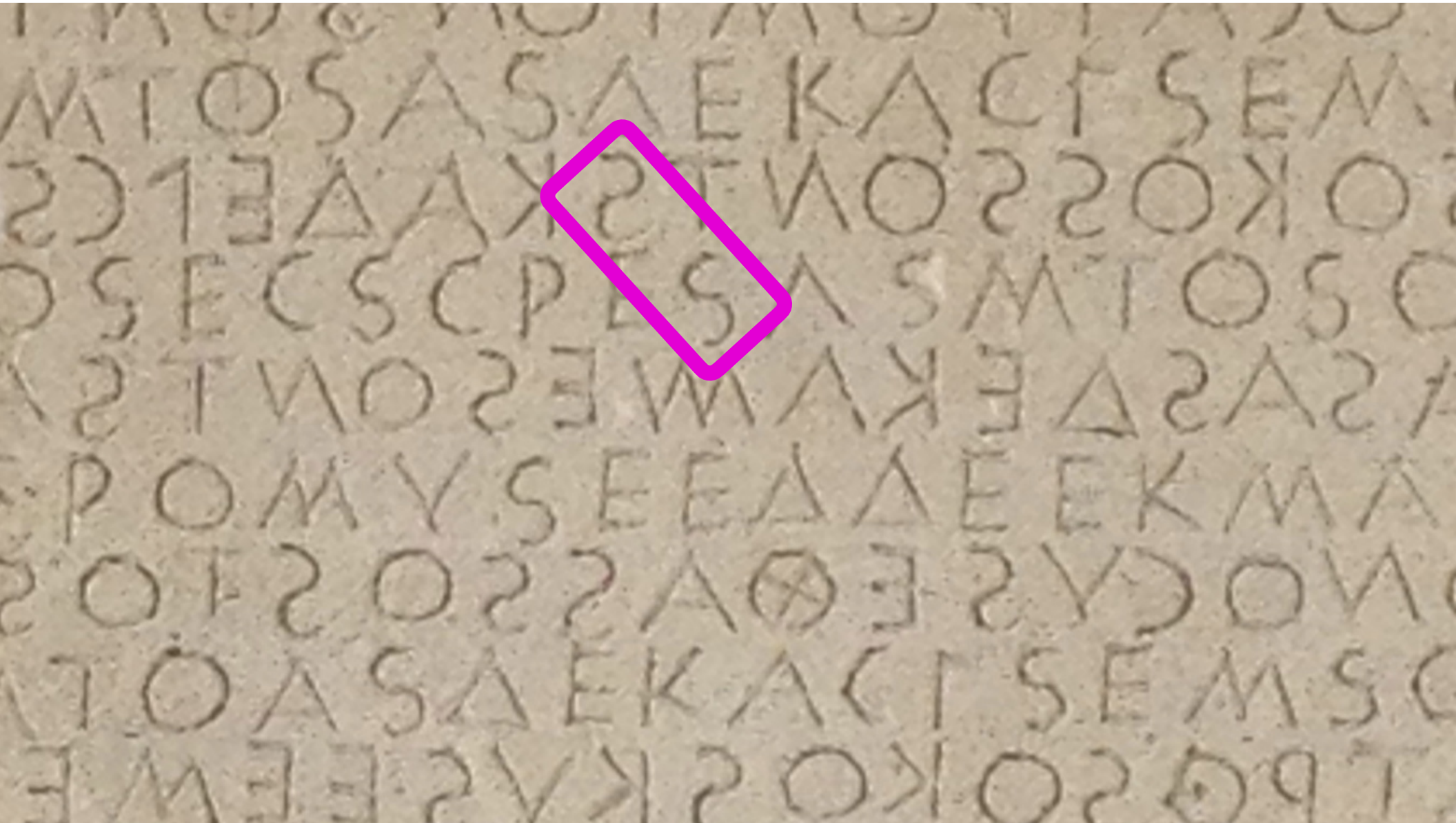




БАЙГУУЛАЛТ



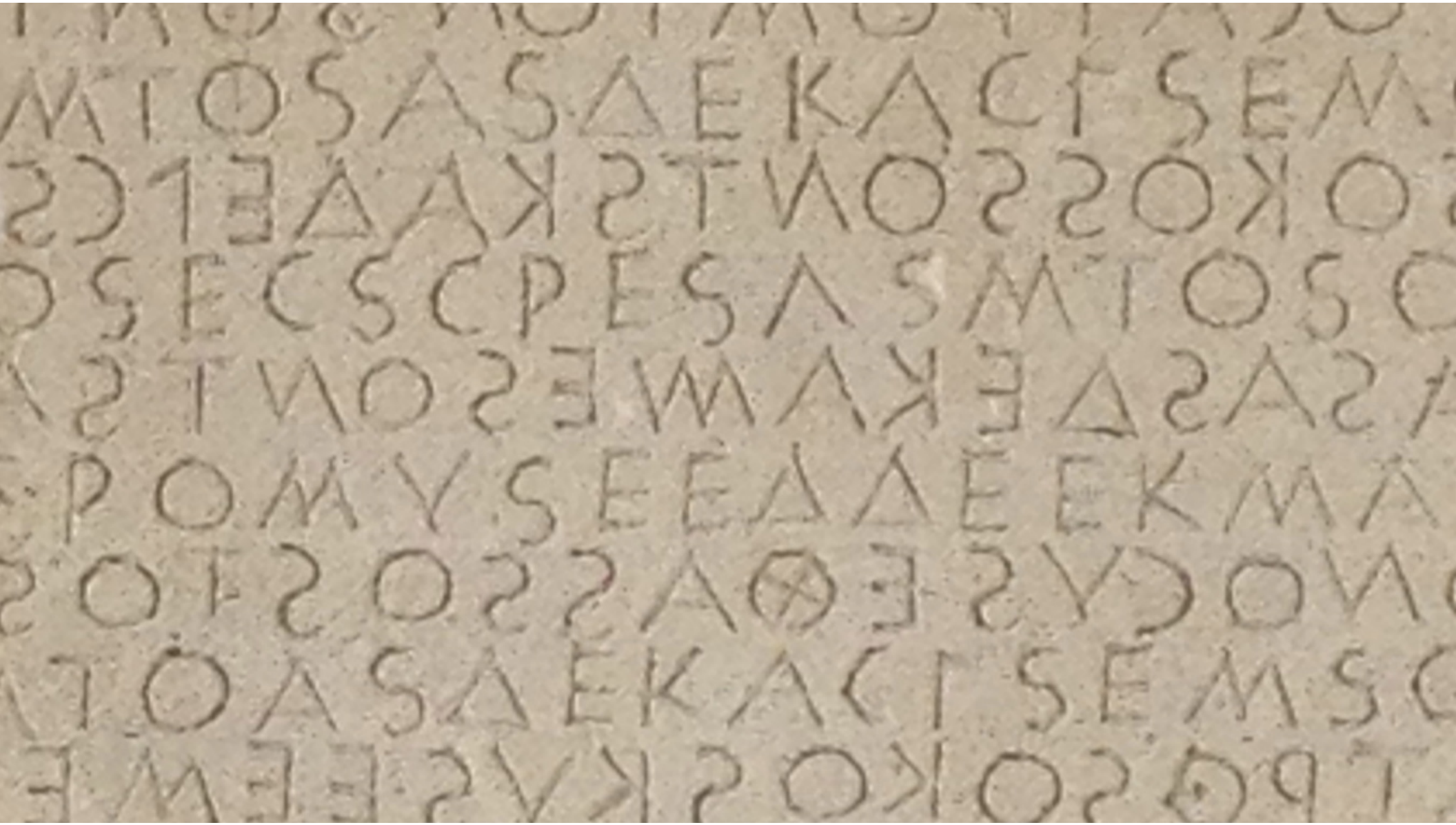


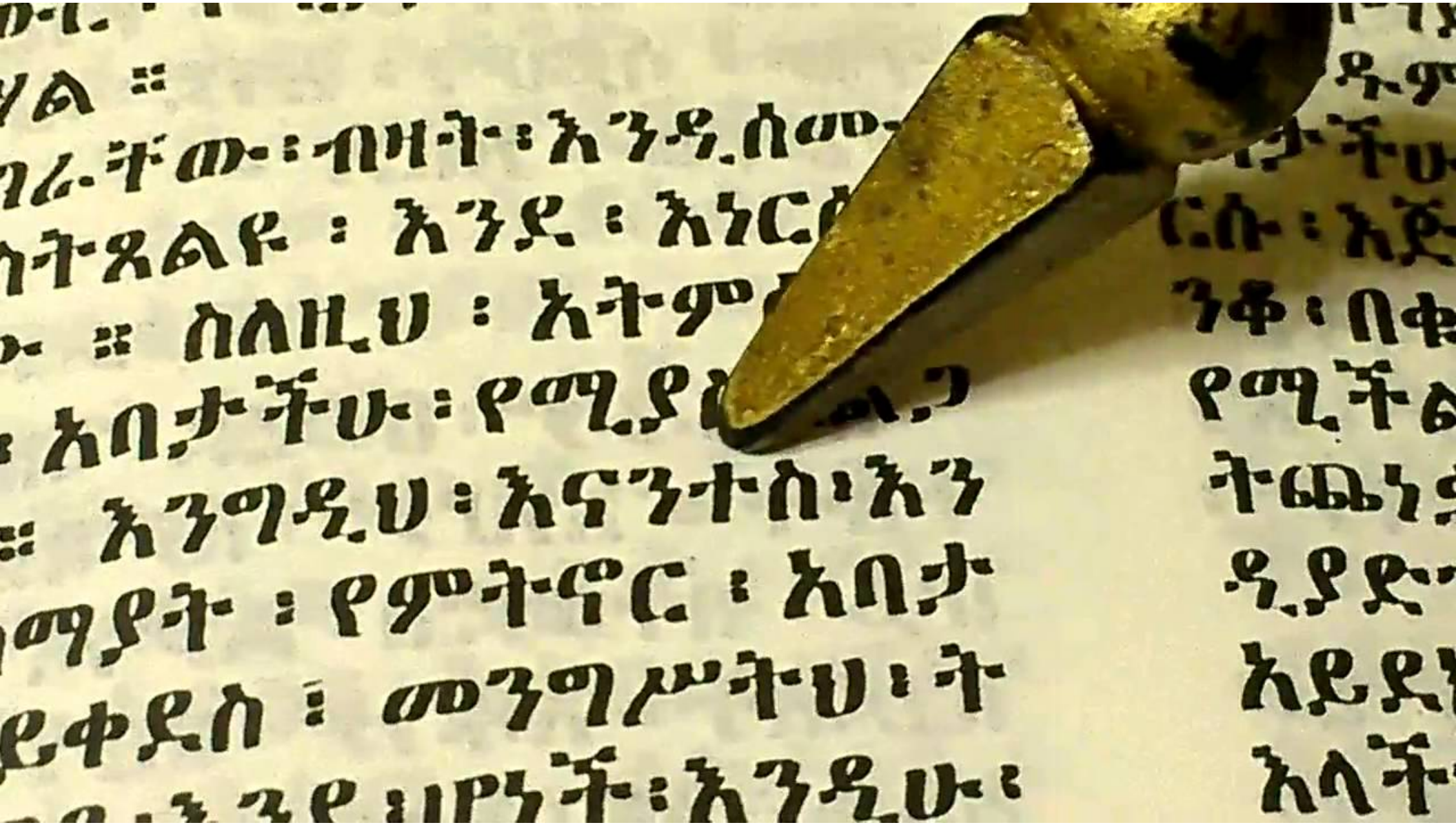


Spaces Between Words

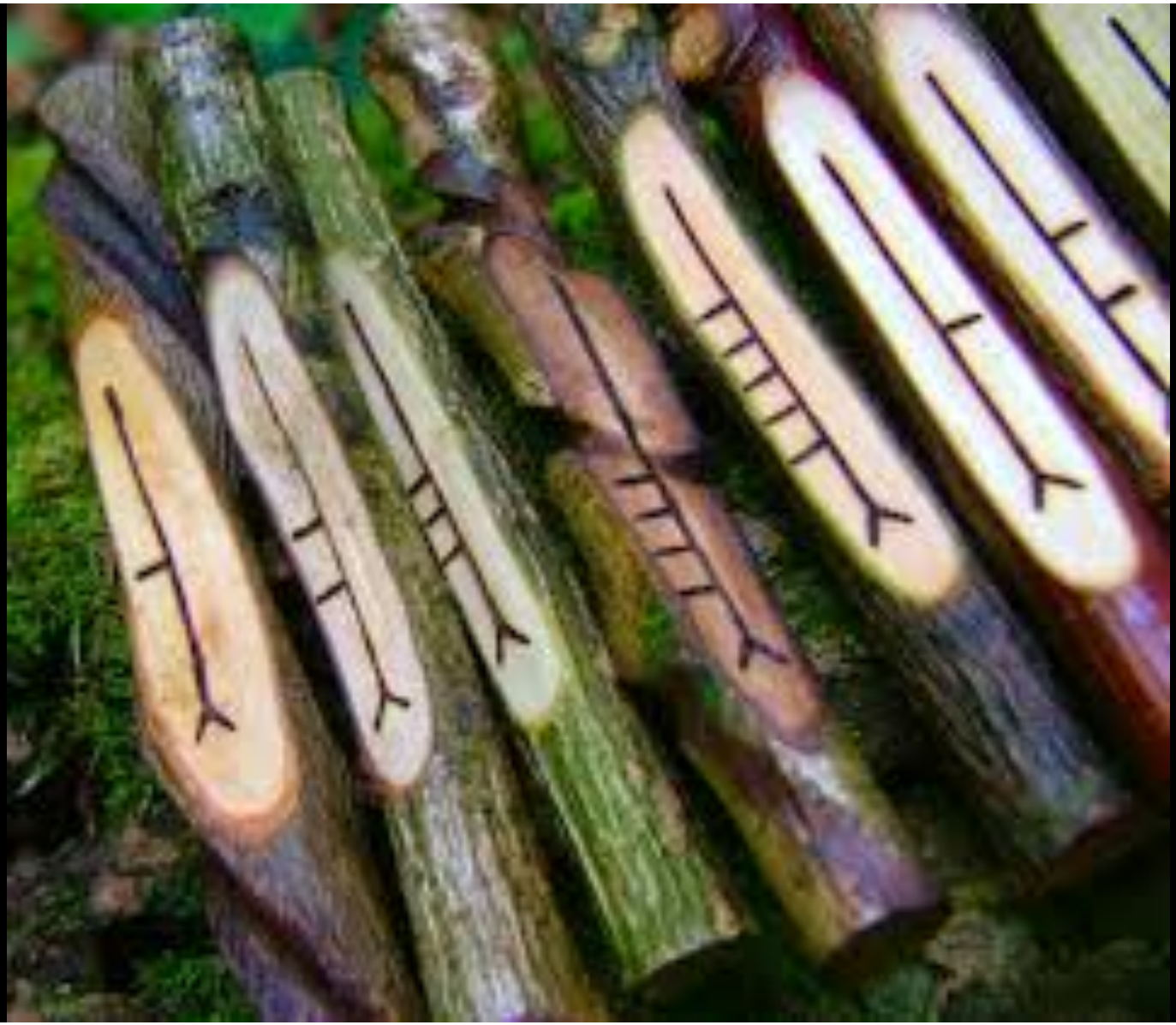
The boy read a book.

الولد قرأتو كتاباً.

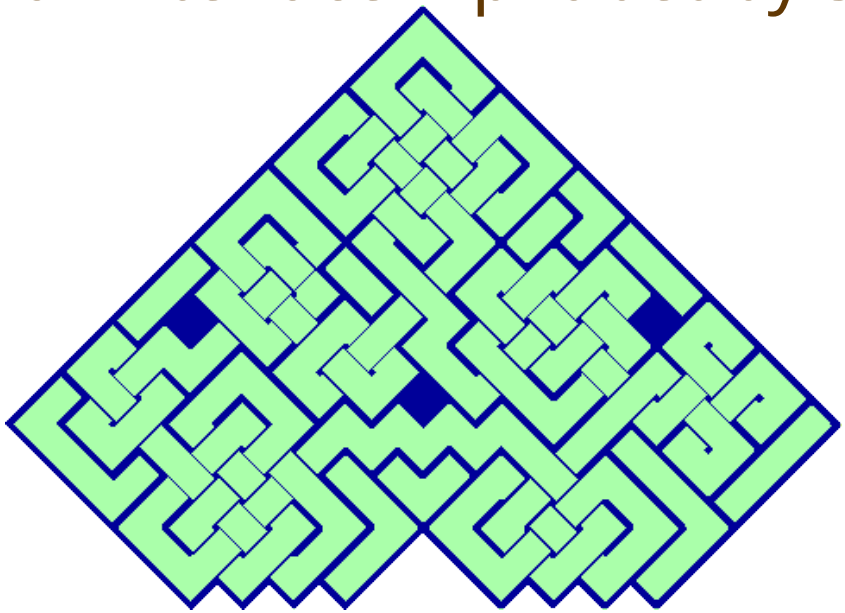


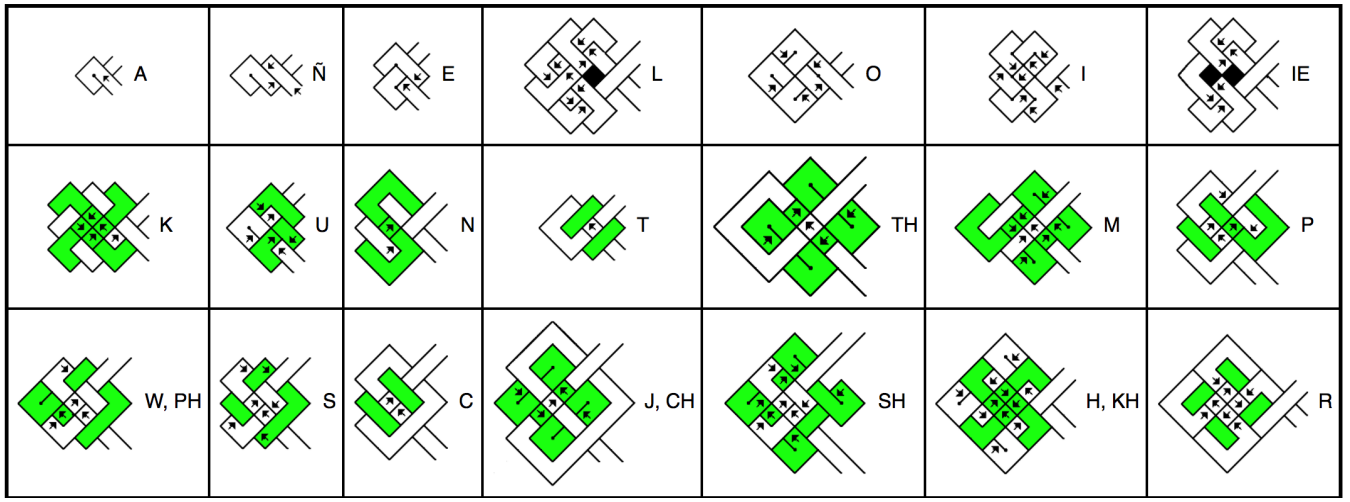


Writing Implements and Surface

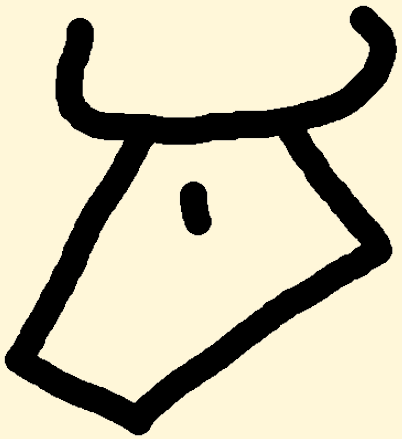
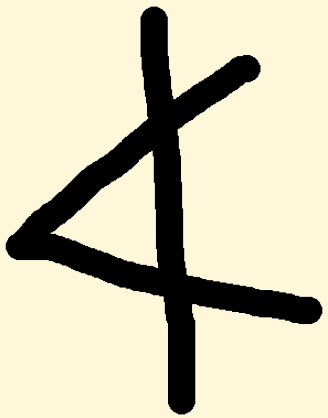


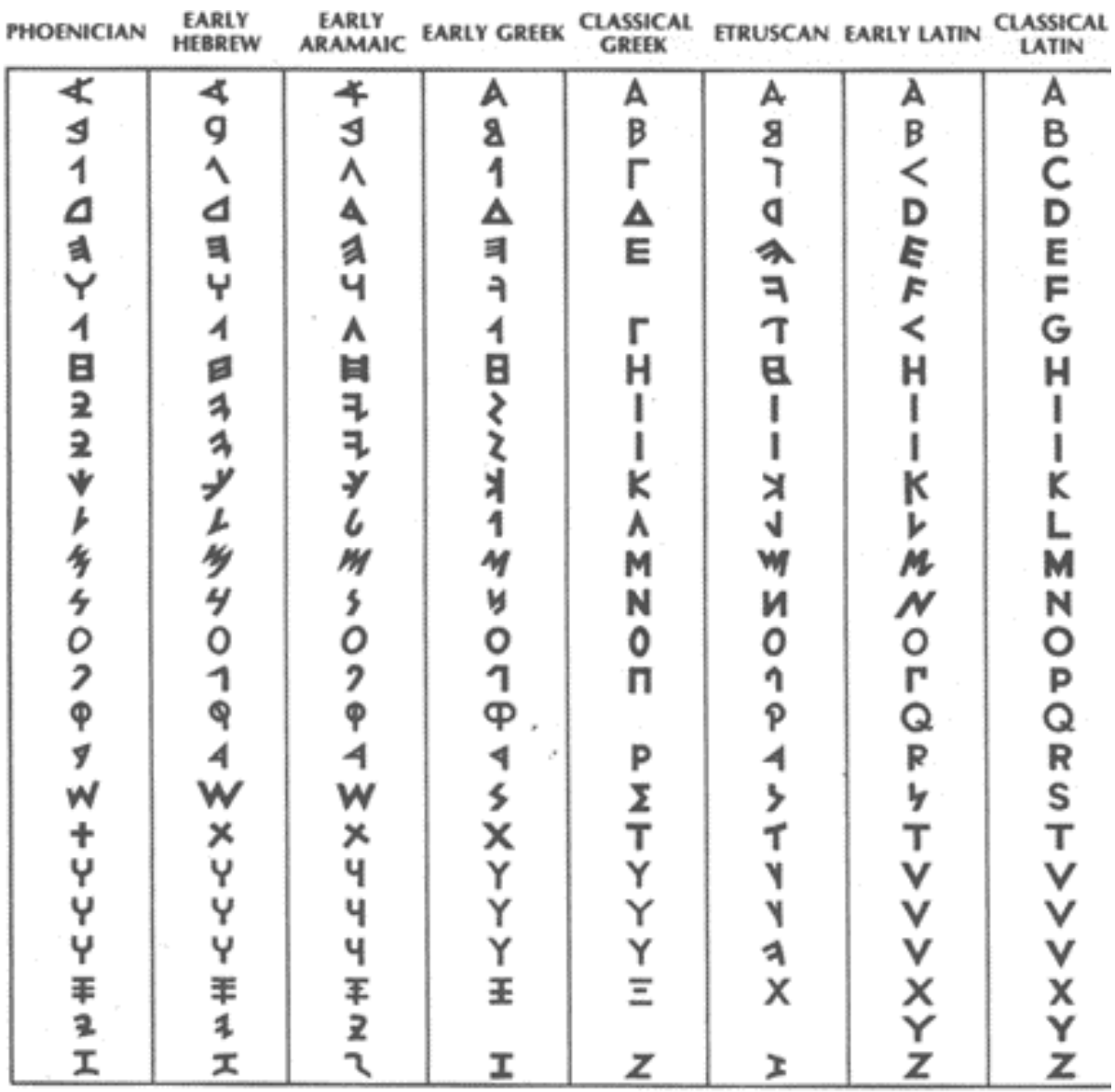
Kēlen Ceremonial Interlace Alphabet by Sylvia Sotomayor

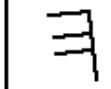
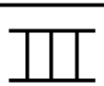
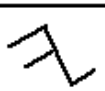
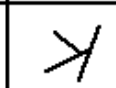




EVOLUTION OF WRITING



A


PHOENICIAN
EARLY HEBREW
EARLY ARAMAIC
EARLY GREEK
CLASSICAL GREEK
ETRUSCAN
EARLY LATIN
CLASSICAL LATIN

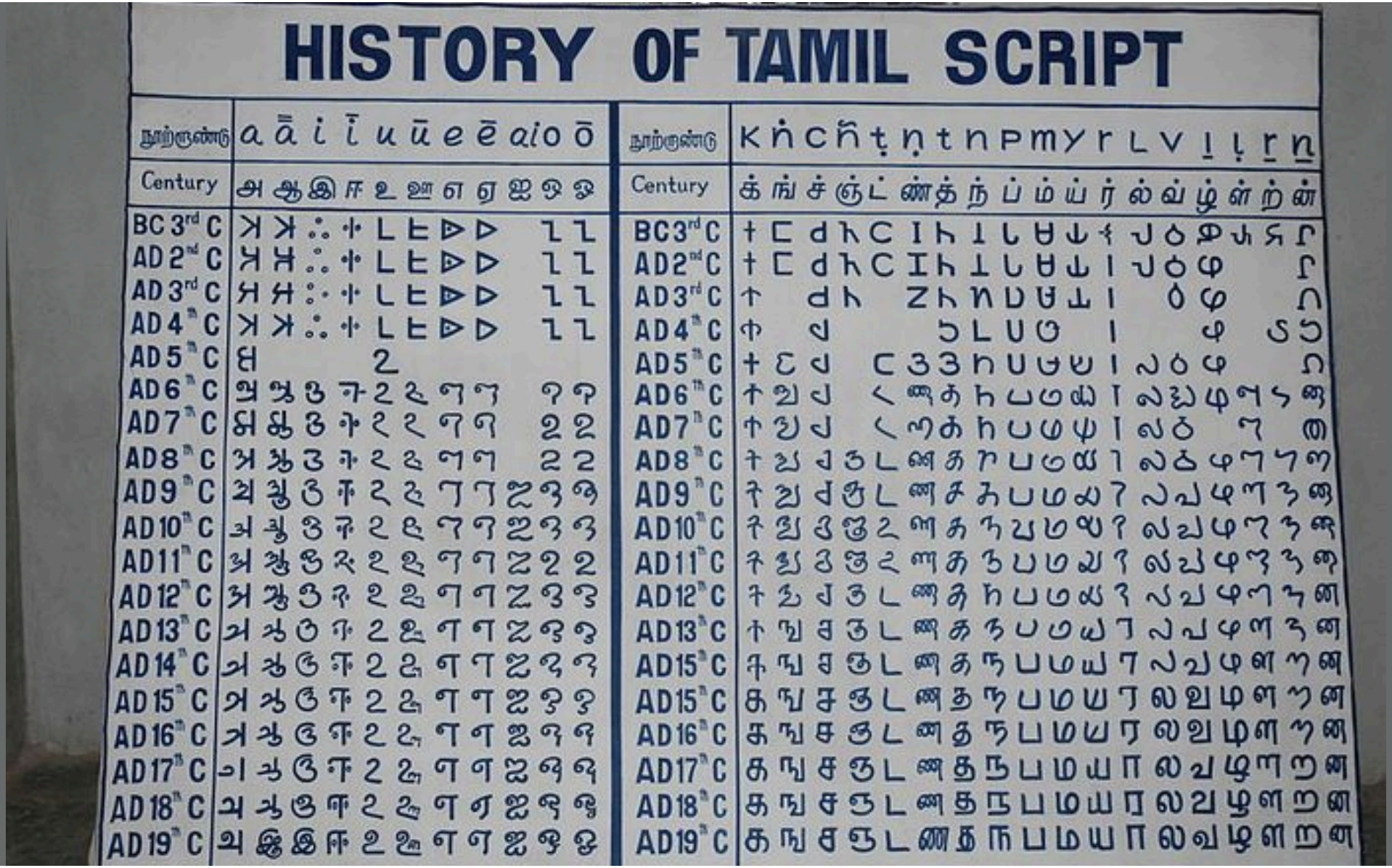
	Proto-Canaanite	Early Phoenician	Greek		Proto-Canaanite	Early Phoenician	Greek
ʾ			A	l			Λ
b			B	m			M
g			Γ	n			N
d			Δ	s			Ξ
h			E	ʿ			O
w			Y	p			Π
z			Z	ṣ			M
ḥ			H	q			
ṭ			Θ	r			P
y			I	š			Σ
k			K	t			T

Digression

Why “lucky duck”? Because it rhymes. Languages where those words don’t rhyme (or aren’t similar) would never have that expression.

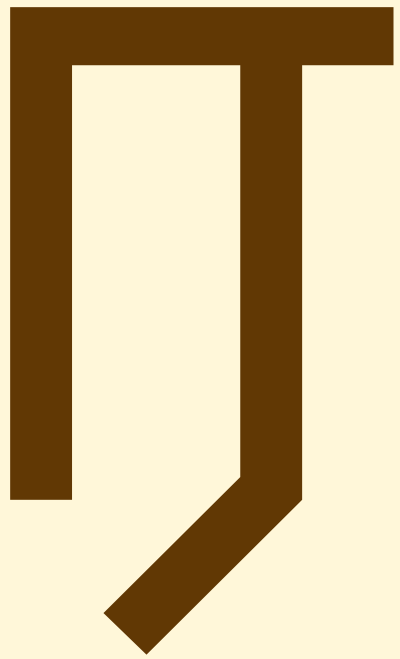
Digression

Same with glyphs. Why *this* particular animal that happens to have a word with *this* phonetic shape? Because it happens to.

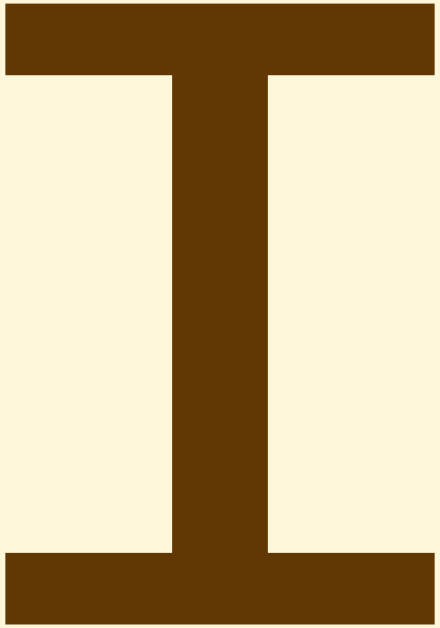

HISTORY OF TAMIL SCRIPT
நூற்றாண்டு
Century
a ā i ī u ū e ē ai o ō
அ ஆ இ ஈ உ ஊ எ ஏ ஐ ஒ ஓ
BC 3rd C
AD 2nd C
AD 3rd C
AD 4th C
AD 5th C
AD 6th C
AD 7th C
AD 8th C
AD 9th C
AD 10th C
AD 11th C
AD 12th C
AD 13th C
AD 14th C
AD 15th C
AD 16th C
AD 17th C
AD 18th C
AD 19th C
நூற்றாண்டு
Century
k ṅ c ñ ṭ ṇ t n p m y r l v ḷ ḻ ṟ ṉ
க் ங் ச் ஞ் ட் ண் த் ந் ப் ம் ய் ர் ல் வ் ழ் ள் ற் ன்

AD 2nd C

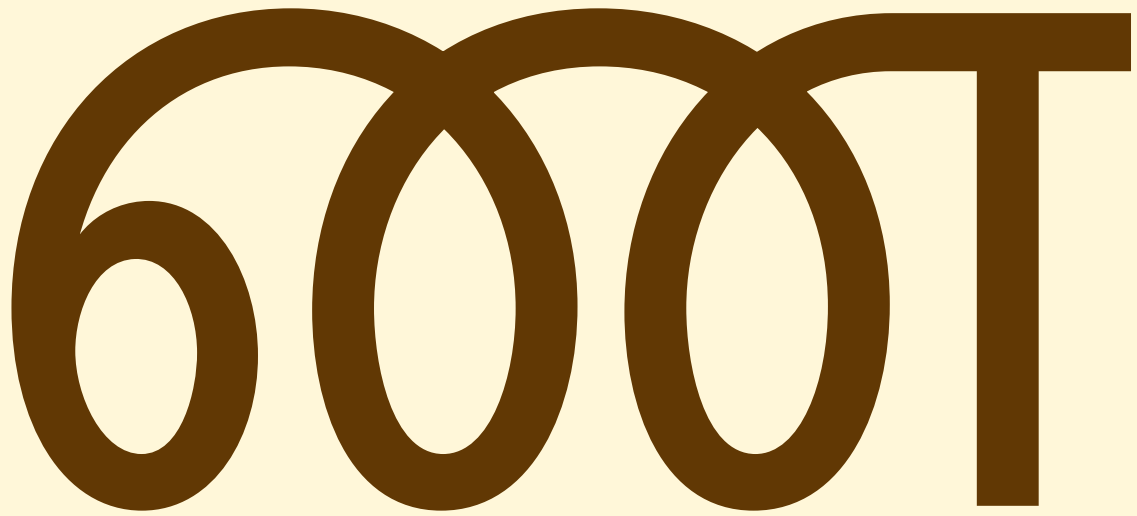
Modern



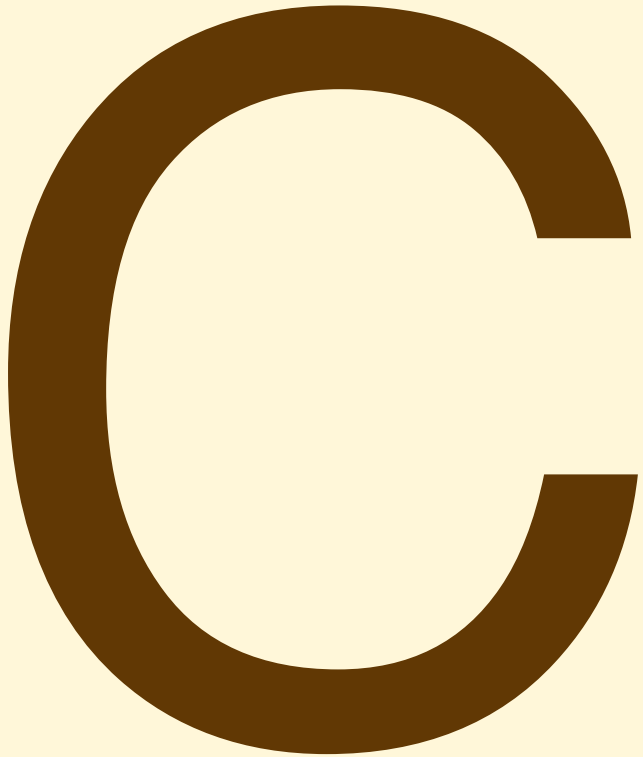
AD 2nd C



Modern

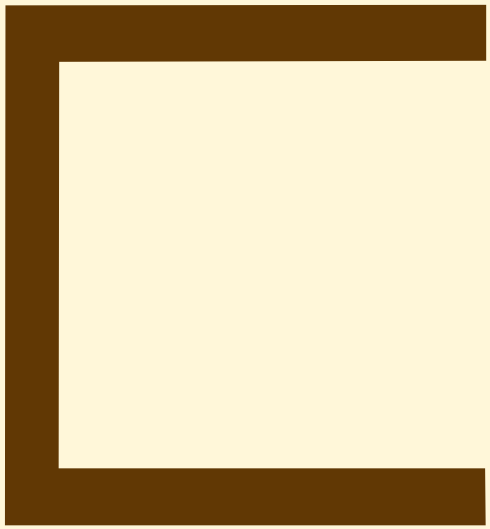


AD 2nd C

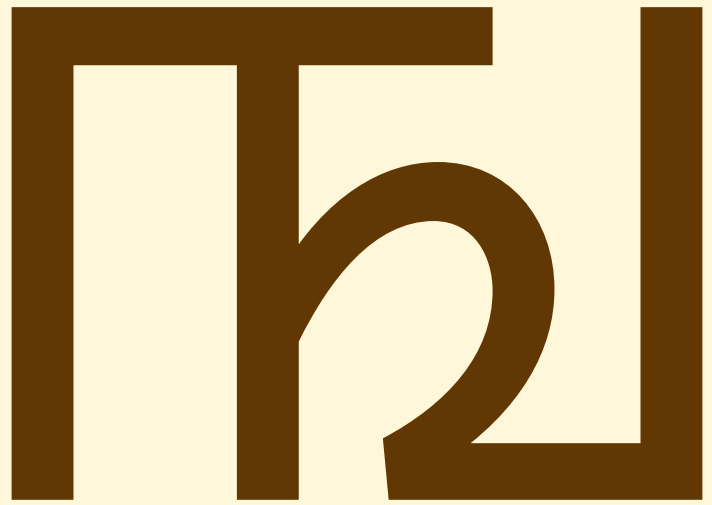


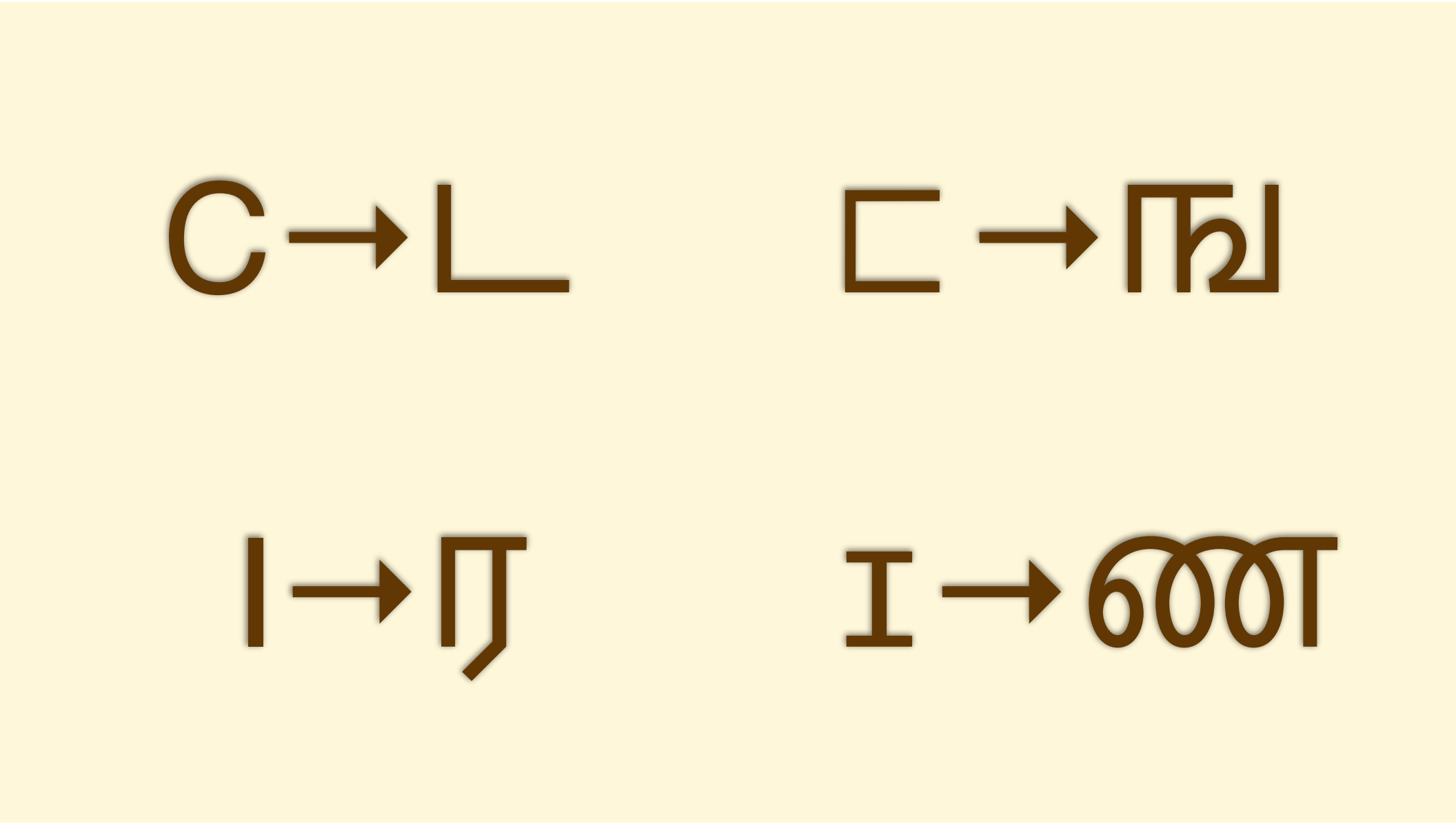
Modern

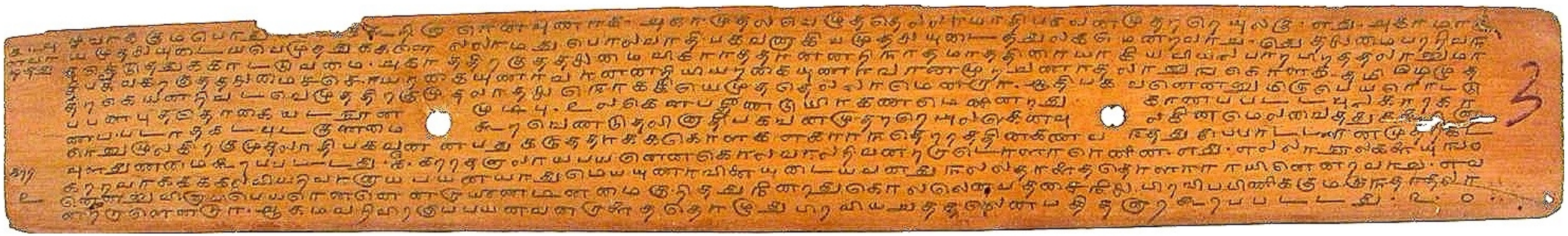
AD 2nd C



Modern




C → L
ட → ற
I → ர
ɪ → ண



Most glyphs evolve from pictographs *ultimately*.

1. Borrowing.
2. Change of writing tools.
3. Change of writers.
4. Systemic change.

Borrowing

Phoenician

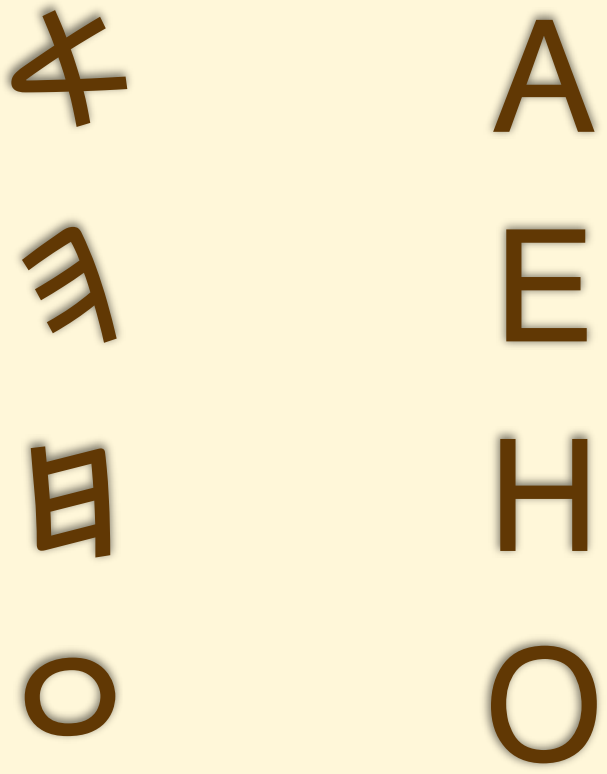
𐤀 [ʔ] 𐤄 [h] 𐤇 [ħ] 𐤏[ʕ]

Borrowing

Greek

A [a] E [e] H [e:] O[o]

Borrowing



Borrowing

Phoenician

<btj>

[beti:]

Borrowing

Mater lectionis: Using consonants to mark long vowels in an abjad.

Borrowing

Crucial: *ONLY* at the end of words (otherwise how would you know the difference between …C# and …CV#?).

Borrowing

Note: All Phoenician words begin with a consonant (words we think of as V-initial begin with /ʔ/).

Borrowing

Phoenician

 [j] *or* [iː]

Borrowing

Greek

No [j], but they do have [i] and [iː]…

Borrowing

Greek

ϛ → |

Borrowing

Cuneiform was developed for the Sumerian language.

Borrowing

The Sumerians and Akkadians dug each other. Had lots of dealings.

Borrowing

The Sumerians shared their purely pictographic writing with the Akkadians.

Borrowing

But…they're different languages.

Borrowing

Sumerian = Highly agglutinating; minimal inflection.

Borrowing

Akkadian = Highly inflectional; not very agglutinating.

Borrowing

Sumerian Cuneiform

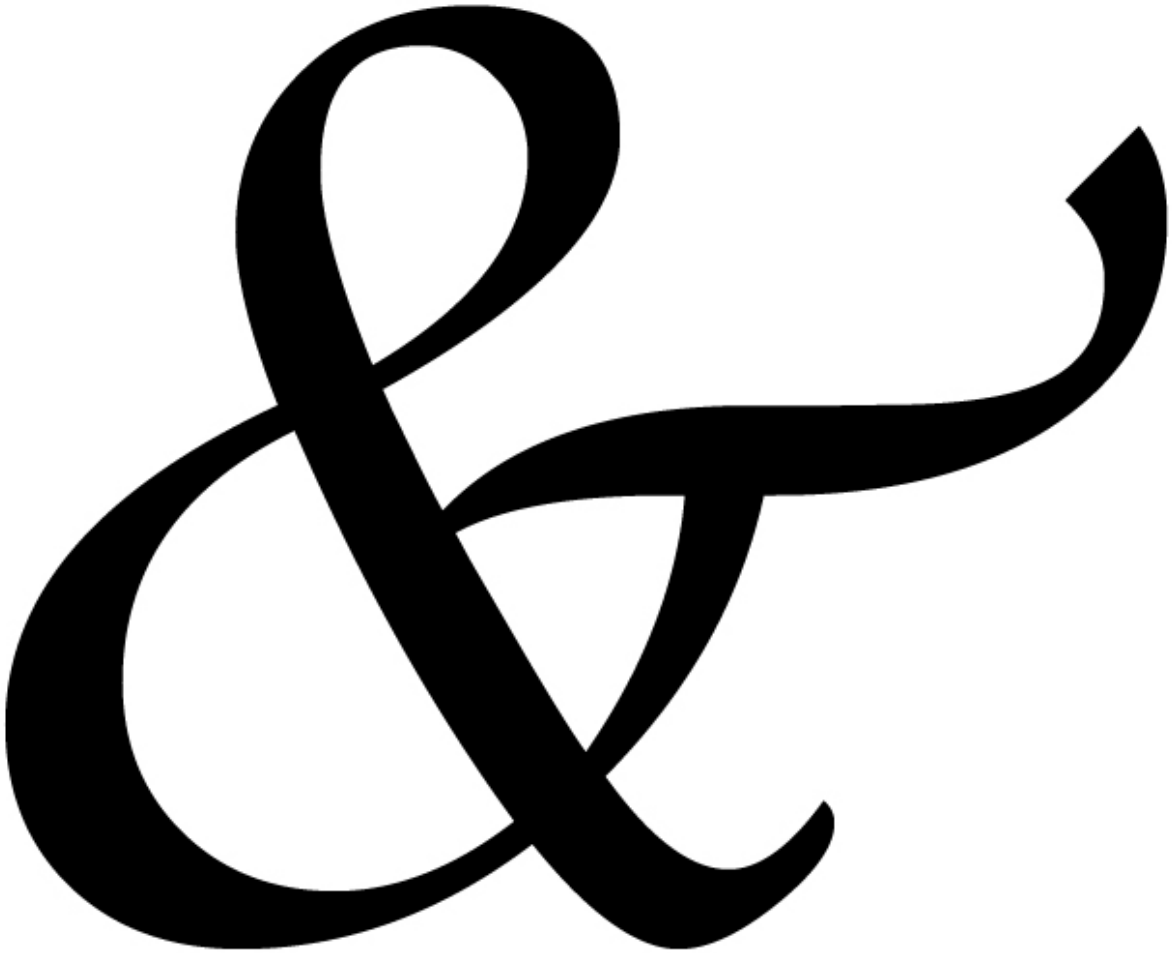
Word = Glyph

Sentence = Word + Word + Word + Word

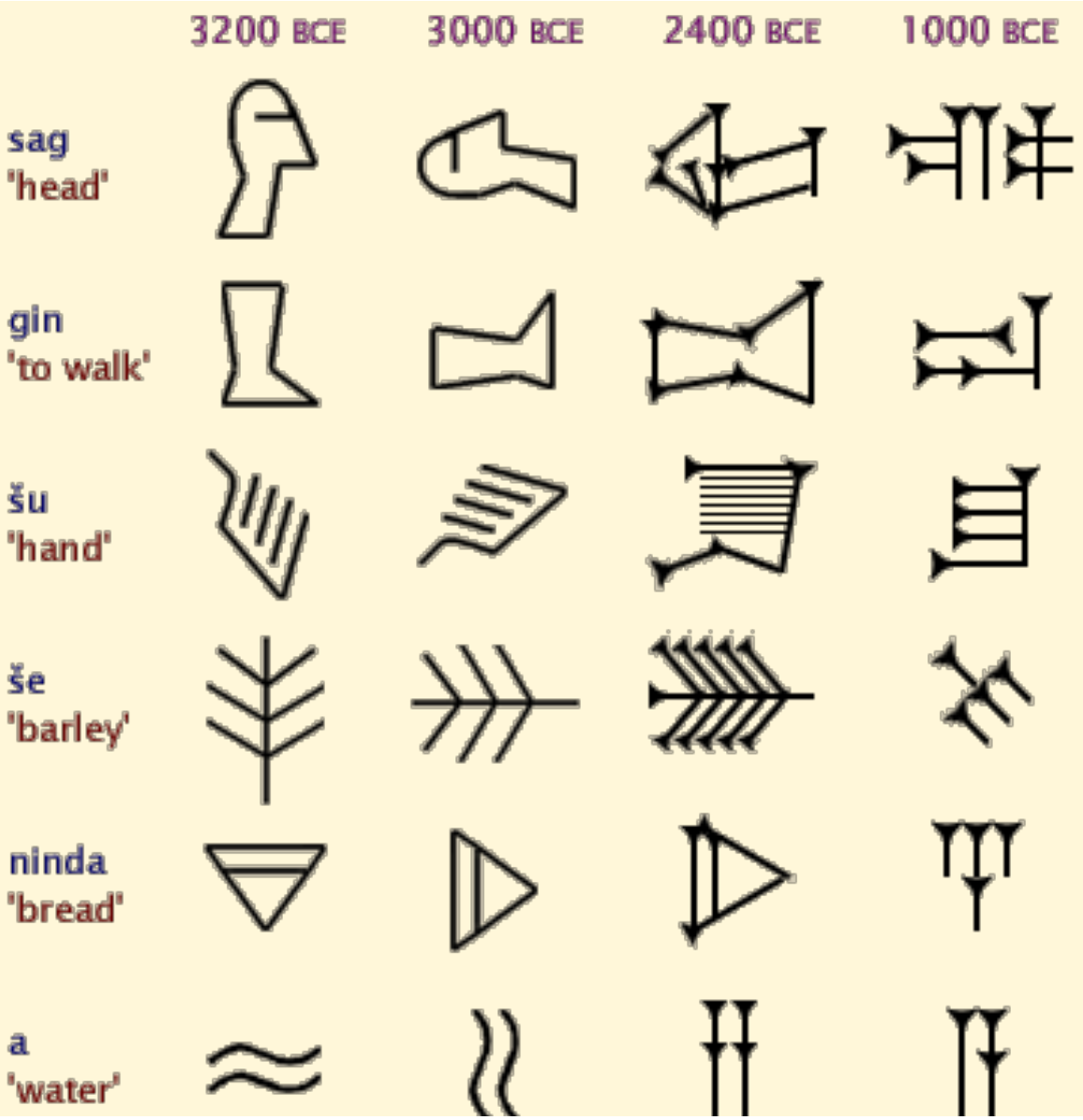
Borrowing
Akkadian Cuneiform
Glyph = The Sumerian word sounds a little like *x*.
Word = Built out of glyphs so they sound like our word.

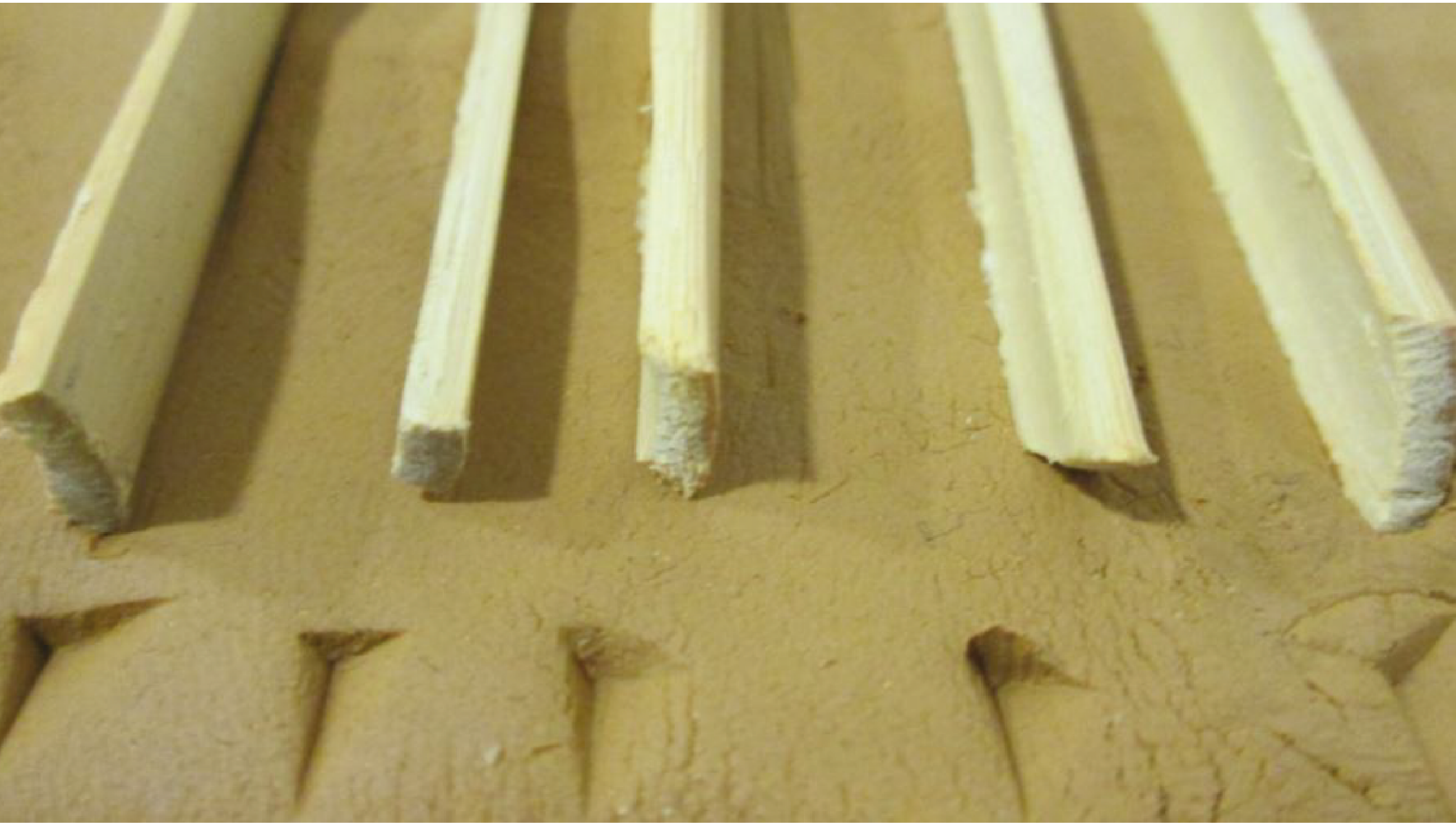
Change of Writing Tools

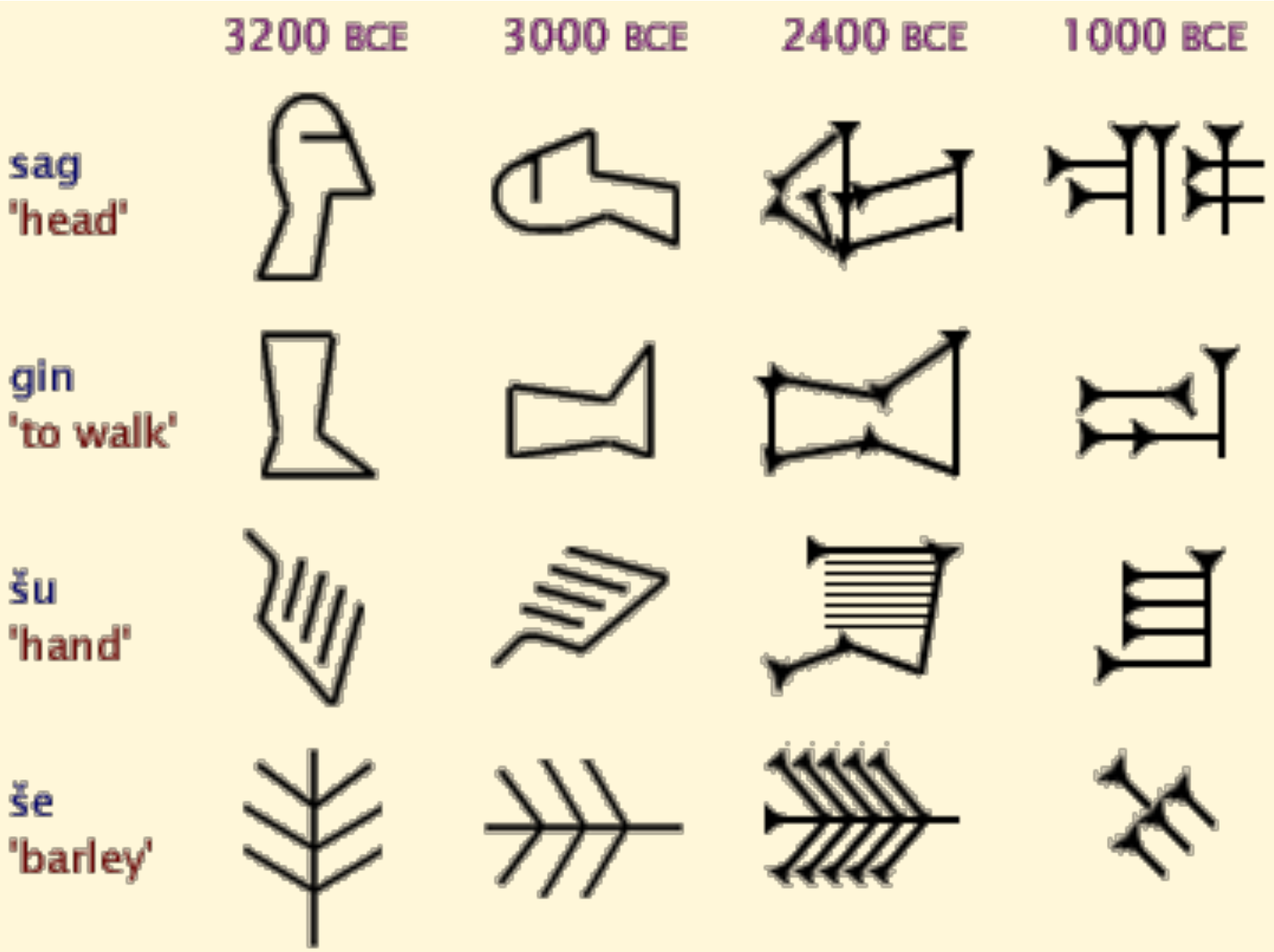
&



NATVS·POPVLVSQVE·ROMAN
CAESARI·DIVI·NERVAE·F·NE
IANO·AVG·GERM·DACICO·PO
IMO·TRIB·POT·XVIII·IMP·VI·COS
ECLARANDVM·QVANTAE·ALTITV
SET·LOCVS·TAN IBVS·SIT·EG


3200 BCE
3000 BCE
2400 BCE
1000 BCE
sag
'head'
gin
'to walk'
šu
'hand'
še
'barley'
ninda
'bread'
a
'water'




3200 BCE
3000 BCE
2400 BCE
1000 BCE
sag
'head'
gin
'to walk'
šu
'hand'
še
'barley'

Change of Writers

Who's writing in your language? What are they writing?

Change of Writers
Hieroglyphs = Formal, official, stone.
Hieratic = Economic/ administrative documents, letters, legal briefs.

Change of Writers

A vs. a

B vs. b

C vs. c

D vs. d

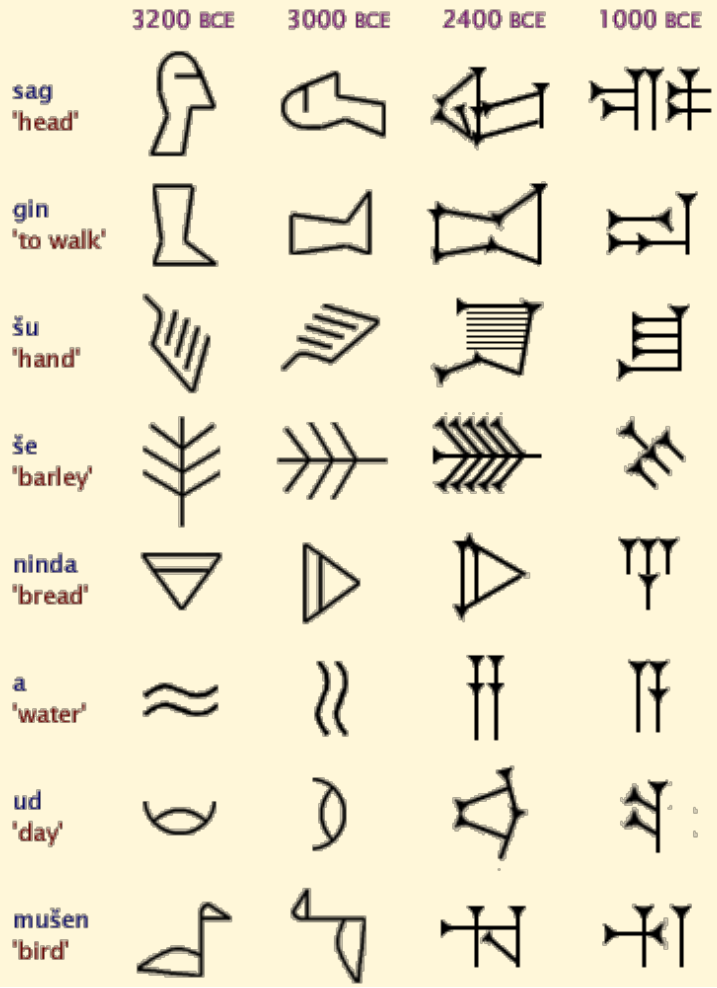
Change of Writers

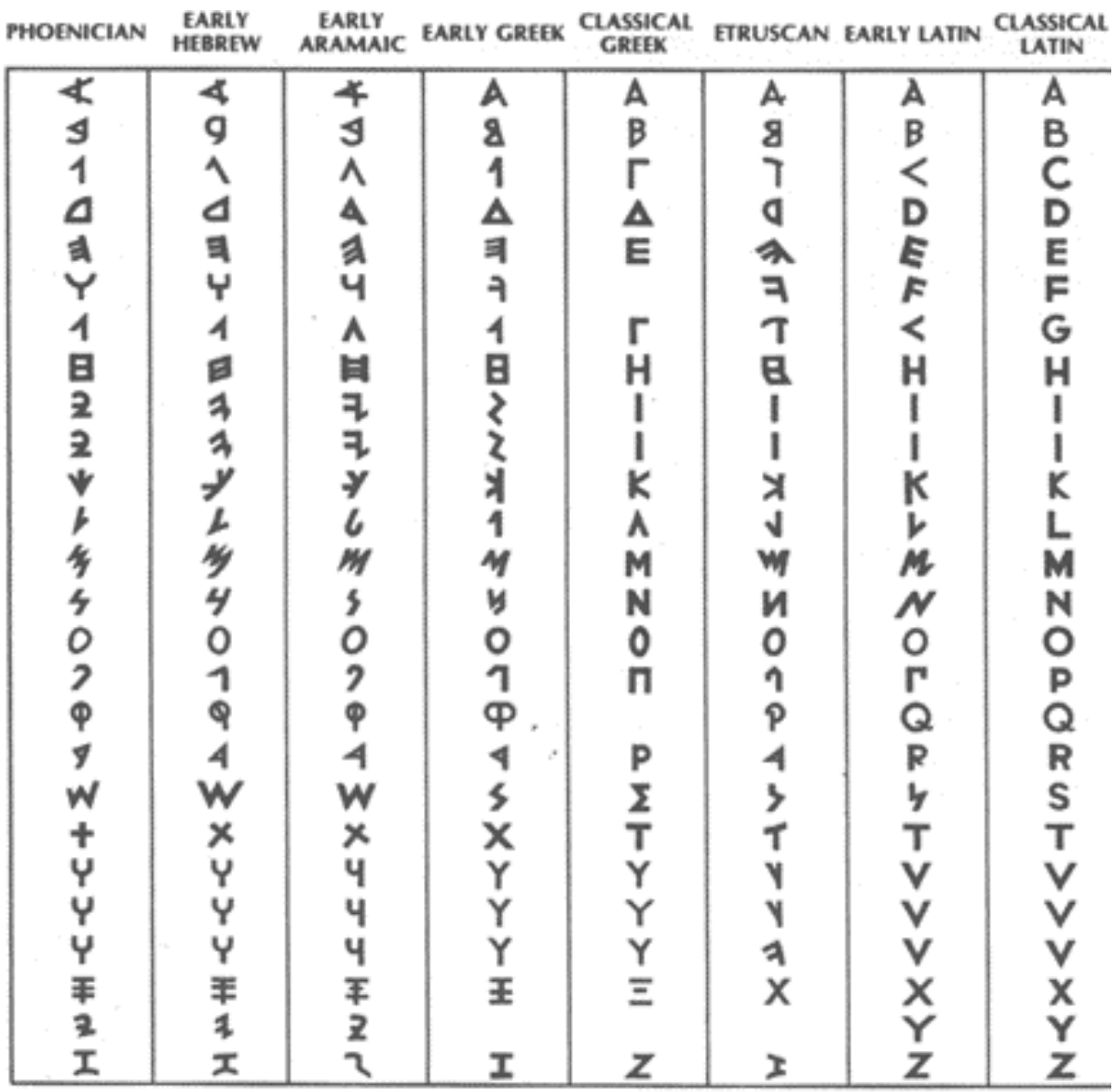
Monks invented Carolingian miniscule to write more quickly, and to allow the script to be read more easily.

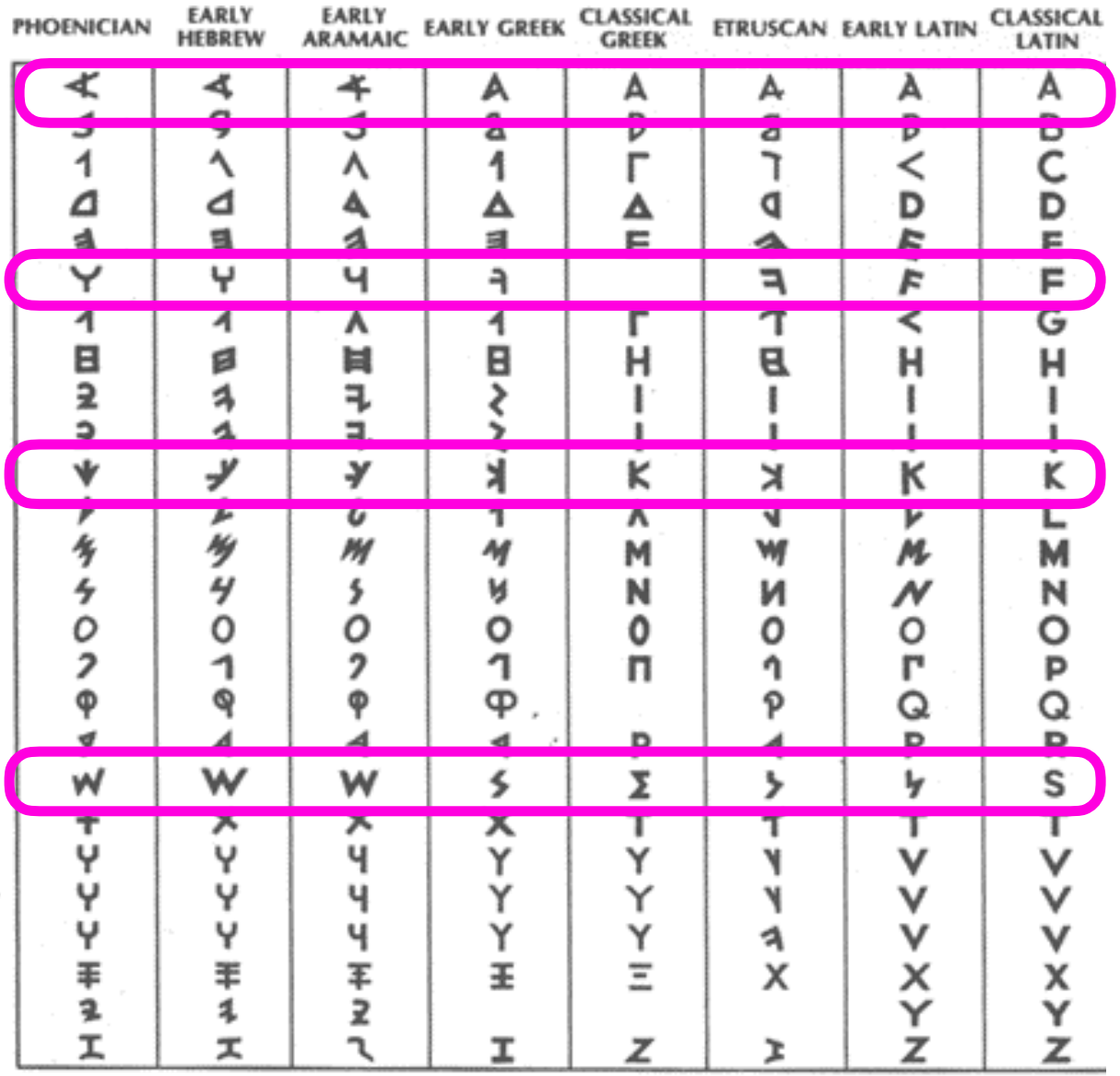
Change of Writers

Lower case kind of jump started the spread of the Roman script.

Systemic Change




PHOENICIAN
EARLY HEBREW
EARLY ARAMAIC
EARLY GREEK
CLASSICAL GREEK
ETRUSCAN
EARLY LATIN
CLASSICAL LATIN

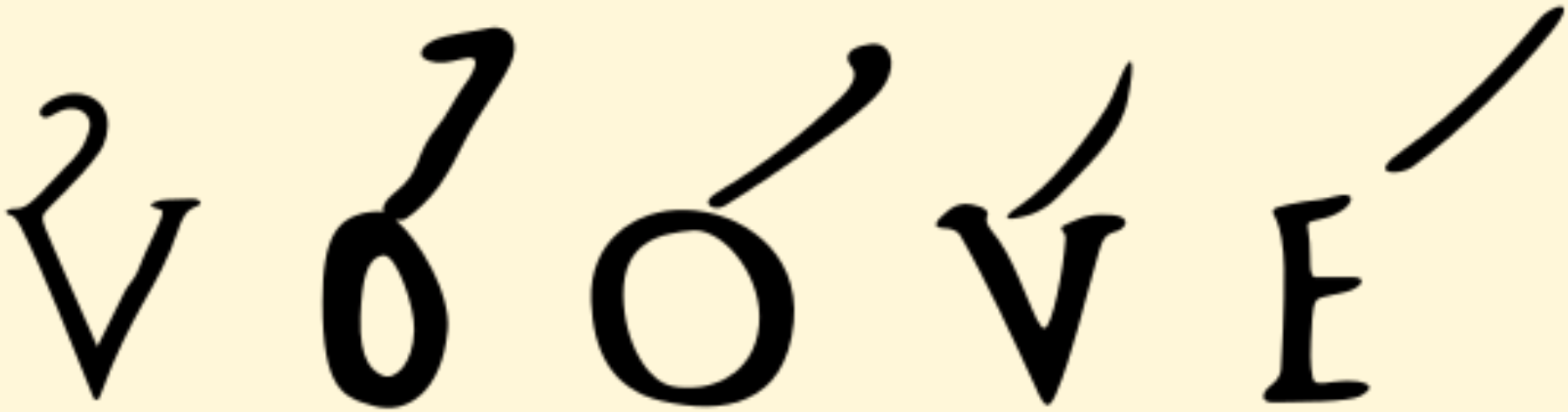

PHOENICIAN
EARLY HEBREW
EARLY ARAMAIC
EARLY GREEK
CLASSICAL GREEK
ETRUSCAN
EARLY LATIN
CLASSICAL LATIN

Systemic Change

As with reduplication and vowel lengthening, there are iconic/affective changes in scripts.

Systemic Change

Latin



Systemic Change

Modern Latin
ū ō ē

Systemic Change

Other Romance
á é í ó ú

Systemic Change

Common affective strategies: Ascending/descending line, dot, writing a character larger or smaller, inversion, etc.

Systemic Change

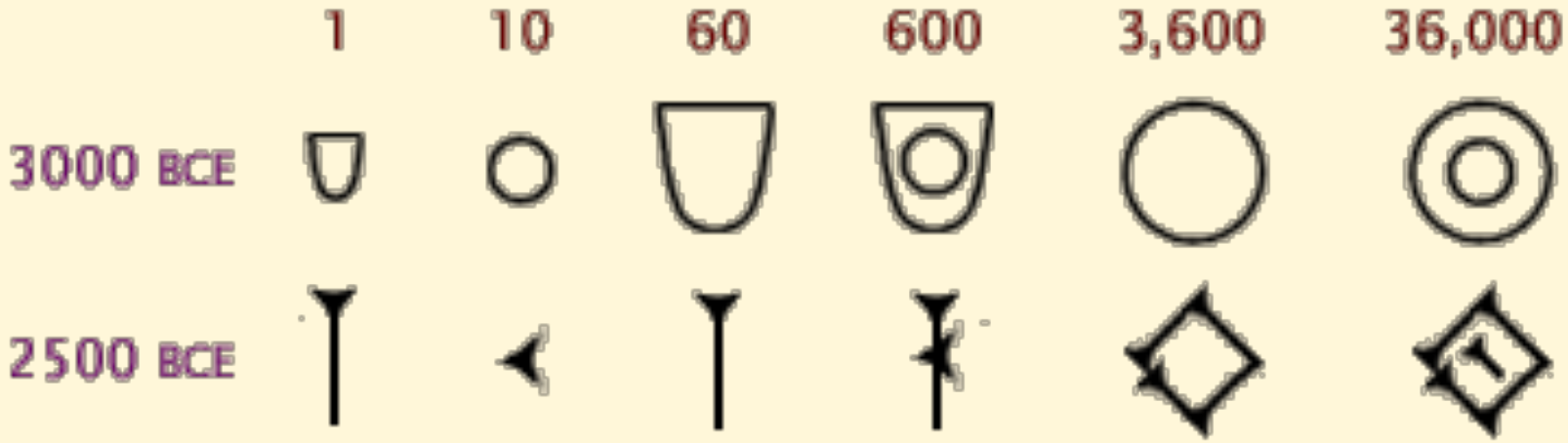
Basically: *Something* to indicate “this is the same, but different kind of”.

Systemic Change

Most often applied to stress, vowel length, tone, intonation—secondary features (not voicing, etc.).

Systemic Change

Sumerian



Systemic Change

Latin	Spanish
annus	año
/annus/	/aɲo/

Systemic Change

Latin	Spanish
*nn	ɲ

Systemic Change

Old Spanish	Spanish
n n	ñ

Systemic Change

Old German	German
Mutter	Mutter
Muetter	Mütter

Systemic Change

Old German	German
Mutter	Mutter
Mütter	Mütter

Systemic Change

German
Goethe

Systemic Change

j > i

i > ɩ

w > vv

u > v

Systemic Change

æ > ae

œ > oe

ÿ > ij

ю > ıou

Systemic Change

ou [u]
ıou [ju]

Systemic Change
Tamil

பி [pi] ~ ஃபி [fi]

ஜி [dʒi] ~ ஃஜி [zi]

SPELLING

Spelling: How users match symbols to their language.

Spellings are standardized first by scribes (may differ by scribe).

Spellings are further standardized when writing spreads amongst all classes.

Important: It *REALLY* matters what the language sounds like at the time that spellings are standardized!

knight [knixt]

Why didn’t it change? Because no one was in charge.

Now, though, no one accepts variants spellings—even if they're understood.

The Nites of the Round Table

Spanish has mostly kept up with pronunciation changes, because they literally change them.

Real Academia Española ruled, among other things, that LL and CH wouldn't be separate letters in 1994.

More progressive than the Academie Française.

Generally, when a word's spelling is standardized, it's hard to change.

Also, when writing develops, sounds that are in the language at that time tend to be encoded (so proto-systems, not modern).

General Maxim
Words are spelled how they're pronounced.

Spanish

tu ~ tú

si ~ sí

que ~ qué

mi ~ mí

French

cent [sã] “one hundred”

sang [sã] “blood”

sens [sã] “(I) feel”

sans [sã] “without”

Syllabic Spelling

/kotan/

Syllabic Spelling

こたん

<ko-ta-n>

/kotan/

Syllabic Spelling

कोतन

<ko-ta-na>

/kotan/

Syllabic Spelling

कोतन्

<ko-ta-n>

/kotan/

Syllabic Spelling

कोतँ

<ko-tã>

/kotan/

Syllabic Spelling /kotan/

	-a	-e	-i	-o	-u
k-					
t-					
n-					

Syllabic Spelling

<ko-ta-na>

/kotana/

Syllabic Spelling

<ko-ta-ne>

/kotan/

Syllabic Spelling

<ko-ta-na>

/kotan/

Syllabic Spelling

<ko-ta-nä>

/kotana/

Syllabic Spelling

Synharmonic Deletion

<💛❤️>

$CV_xCV_x\# \rightarrow CV_xC\#$

Syllabic Spelling

Synharmonic Cancellation

<💛💔>

$CV_xCV_x\# \rightarrow CV_xCV_x\#$

Syllabic Spelling

elika

Syllabic Spelling

ऐलिक

<e-li-ka>

Syllabic Spelling

Vowel Carrier: Empty consonant that houses vowels.

Syllabic Spelling

Usual culprits: ʔ and h.

Syllabic Spelling

	-a	-e	-i	-o	-u
Ø	अ	ए	इ	ओ	उ
k	क	के	कि	को	कु
p	प	पे	पि	पो	पु
t	त	ते	ति	तो	तु

Syllabic Spelling Tamil

க = ka கா = kā

கி = ki கீ = kī

கு = ku கூ = kū

Syllabic Spelling

Tamil

கெ = ke கே = kē

கொ = ko கோ = kō

கை = kai கௌ = kau

Practice

	LAB	COR	PAL	VEL	GLOT
STOP	b	t		k	
FRIC	f	s			h
NASAL	m	n			
APPR		l	j	w	

Intervocalic Voicing

	LAB	COR	PAL	VEL	GLOT
STOP	b	t/d		k/g	
FRIC	f/v	s/z			h
NASAL	m	n			
APPR		l	j	w	

Intervocalic Voicing

*bata → bada

*akena → agena

*safi → savi

*meso → mezo

Loss of Initial Unstressed V

*akena → *agena → gena

*itina → *idina → dina

Loss of Geminates

*tosa → *toza → toza

*tossa → *tossa → tosa

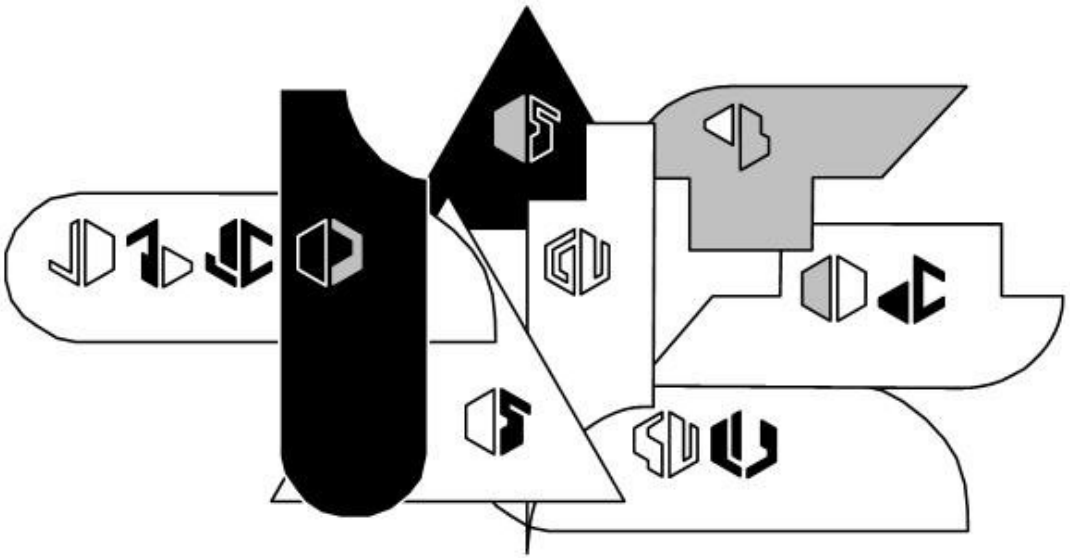
Order

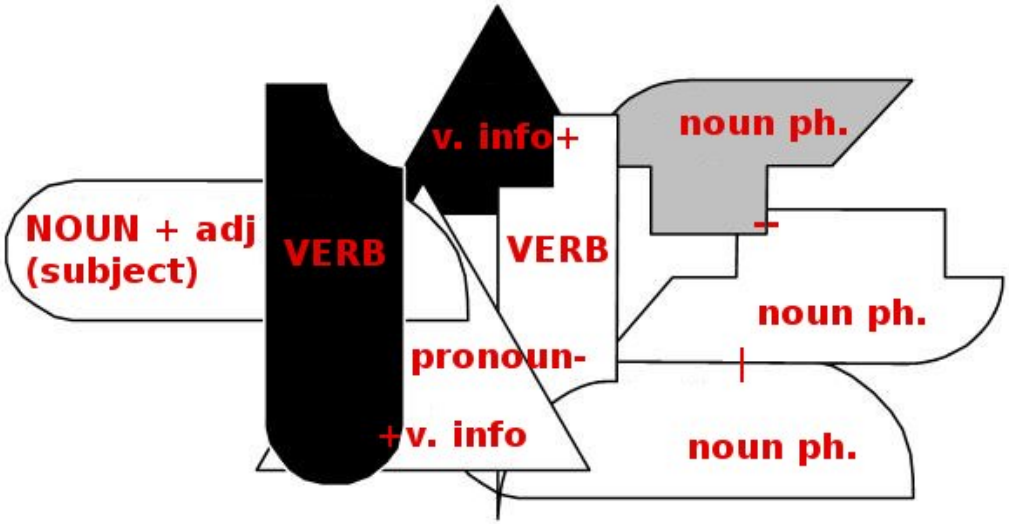
(1) Proto-Stage
(2) Intervocalic Voicing
(3) #V Ø (Unstressed)
(4) Degemination

Tonight
(1) MA9 = Orthography. May require physical paper! (Those who have tablets, that can work well!)

Ilaksh by John Quijada

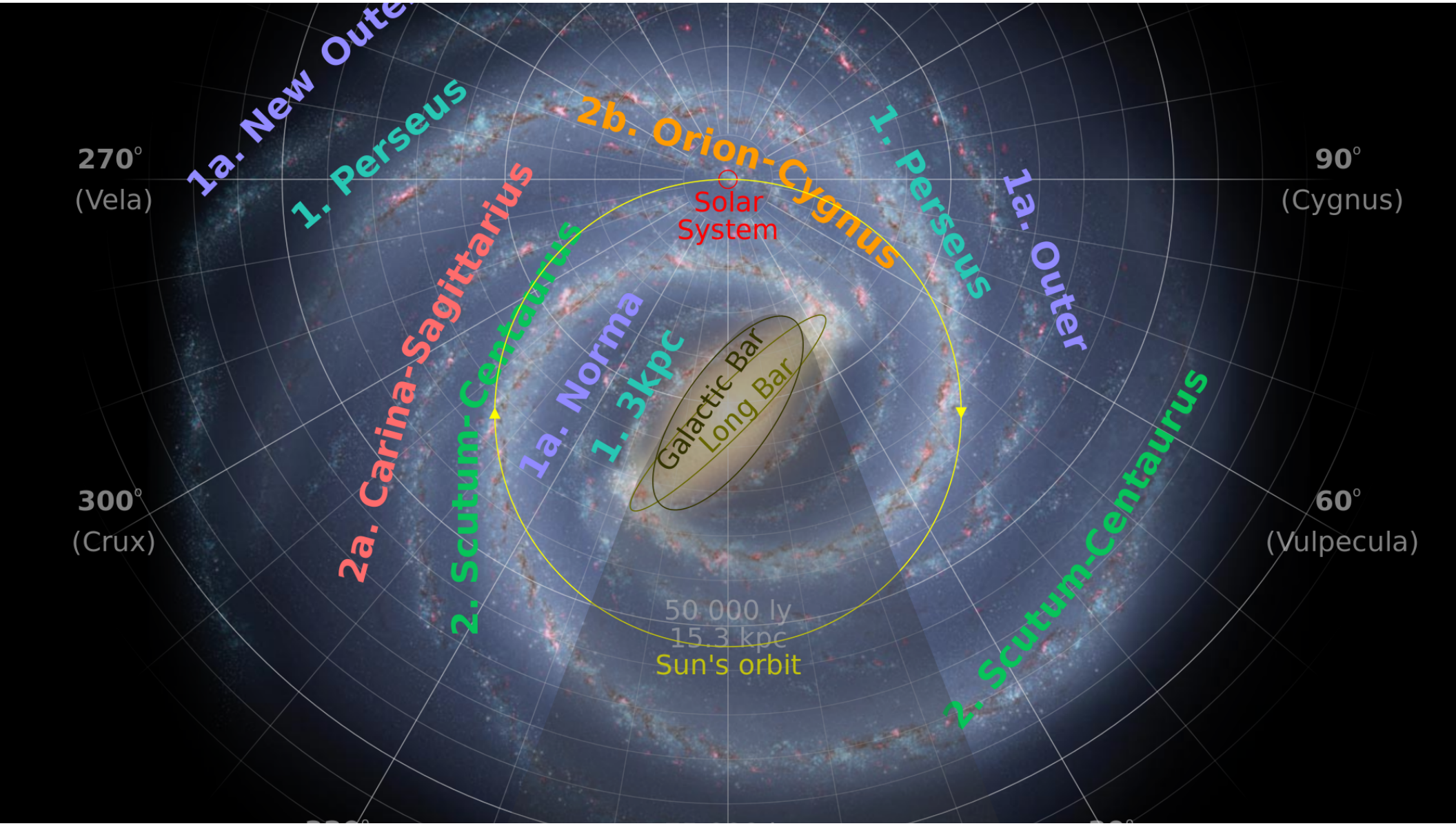
Ilaksh by John Quijada

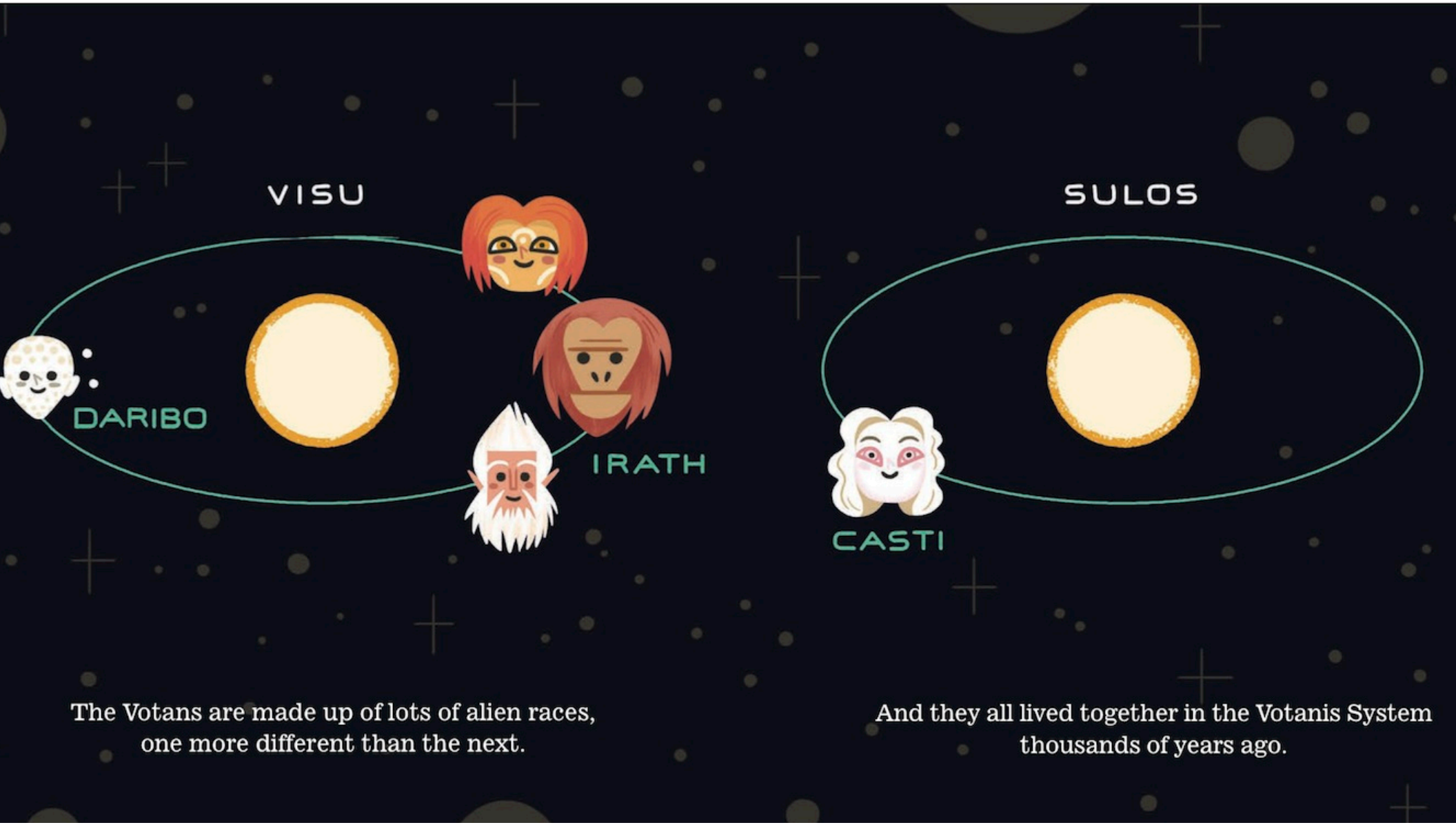




CASTITHAN

Castithan is the language of the Castithan people. They're the political and cultural force in their galaxy, who believe their place is at the center of the universe.


1a. New Outer
1. Perseus
2b. Orion-Cygnus
1. Perseus
1a. Outer
2a. Carina-Sagittarius
2. Scutum-Centaurus
1a. Norma
1. 3kpc
Solar System
Galactic Bar
Long Bar
270°
(Vela)
90°
(Cygnus)
300°
(Crux)
60°
(Vulpecula)
50 000 ly
15.3 kpc
Sun's orbit
2. Scutum-Centaurus



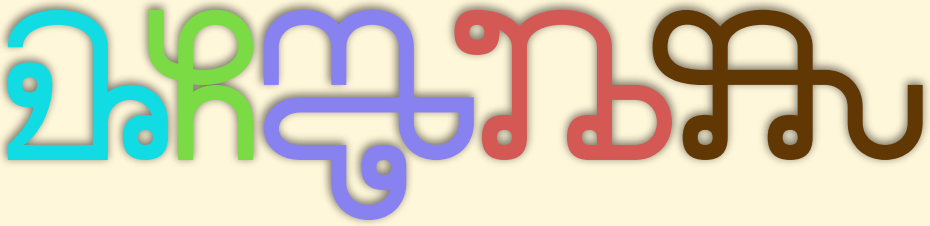
The Votans are made up of lots of alien races,
one more different than the next.

And they all lived together in the Votanis System
thousands of years ago.

Castithan writing system is an abugida called ['fa.dʒi.zwa.li.no]. It's written from left to right with spaces between words.

<fā-ti-zʿwa-lī-nu>

['fa.dʒi.zwa.li.no]



<fā-ti-zʿwa-lī-nu>

['fa.dʒi.zwa.li.no]

Sample Sentences

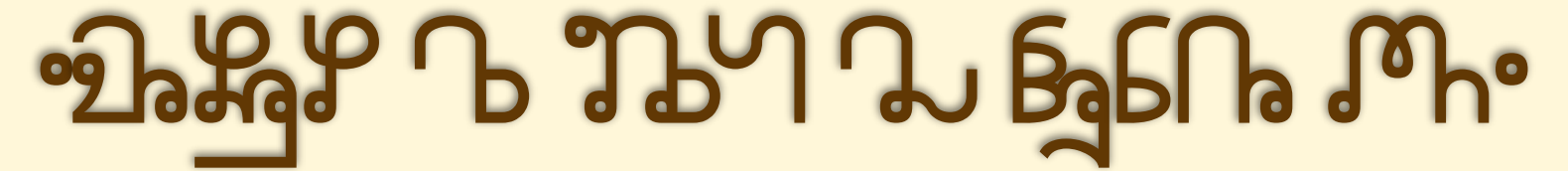
<nī-sˀːi-ɓa-na ka-sa i-la-kʾa no ri-ᵐbā zju-la-wa>

[ˈni.ʃi.va.nak.sa ˈje.la.ka no ˈʒem.ba ˈʒu.la.wa]

/forgiveness-TOP you ABL beg please/

“I beg your forgiveness.”

Sample Sentences

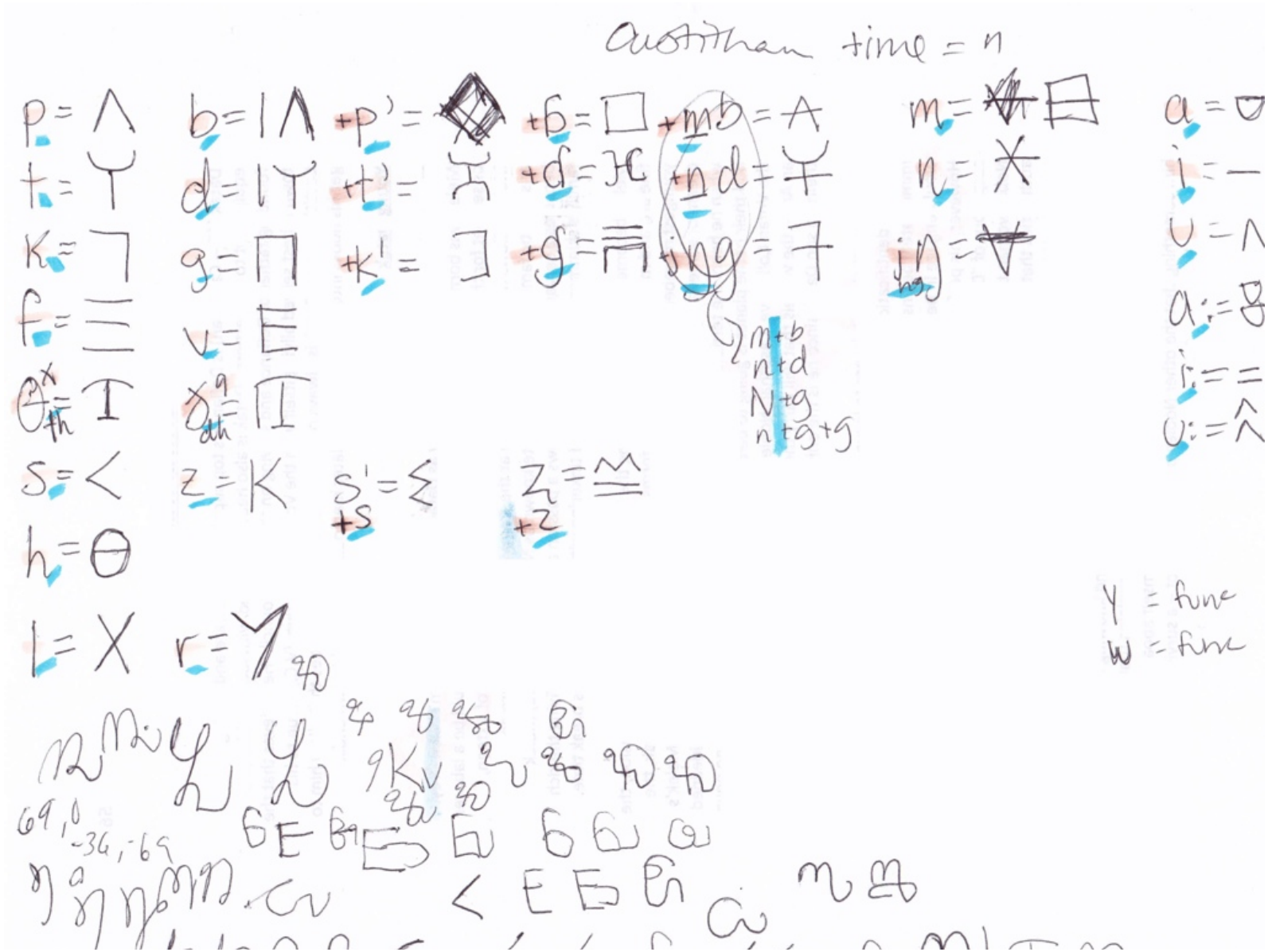


<fā-ⁿde-tʼa kī lī-ru ᵑgu vo-sa-pā di>

[ˈfan.de.ta ki ˈli.ɾaŋ.go ˈvos.pa dʒe]

/love and liro-INS swear EMPH/

“I swear by our love and *liro*.”



Austithan time = n

p = Λ b = |Λ +p' = ◆ +b = □ +mb = A m = ✱ ⊟ a = ▽

t = Y d = |Y +t' = ⌘ +d = ⌘ +nd = ⊤ n = ✳ i = —

k = ⌉ g = ⊓ +k' = ⌋ +g = ⊓̄ +jng = ⊤ jng = ▼ u = Λ

f = ≡ v = E a: = ⊠

θ^x_th = I γ^g_dh = ⊓ i: = =

s = < z = K s' = Σ +s Z = ≌ +z u: = Λ̂

h = Θ

l = X r = Y

m+b
n+d
N+g
n+g+g

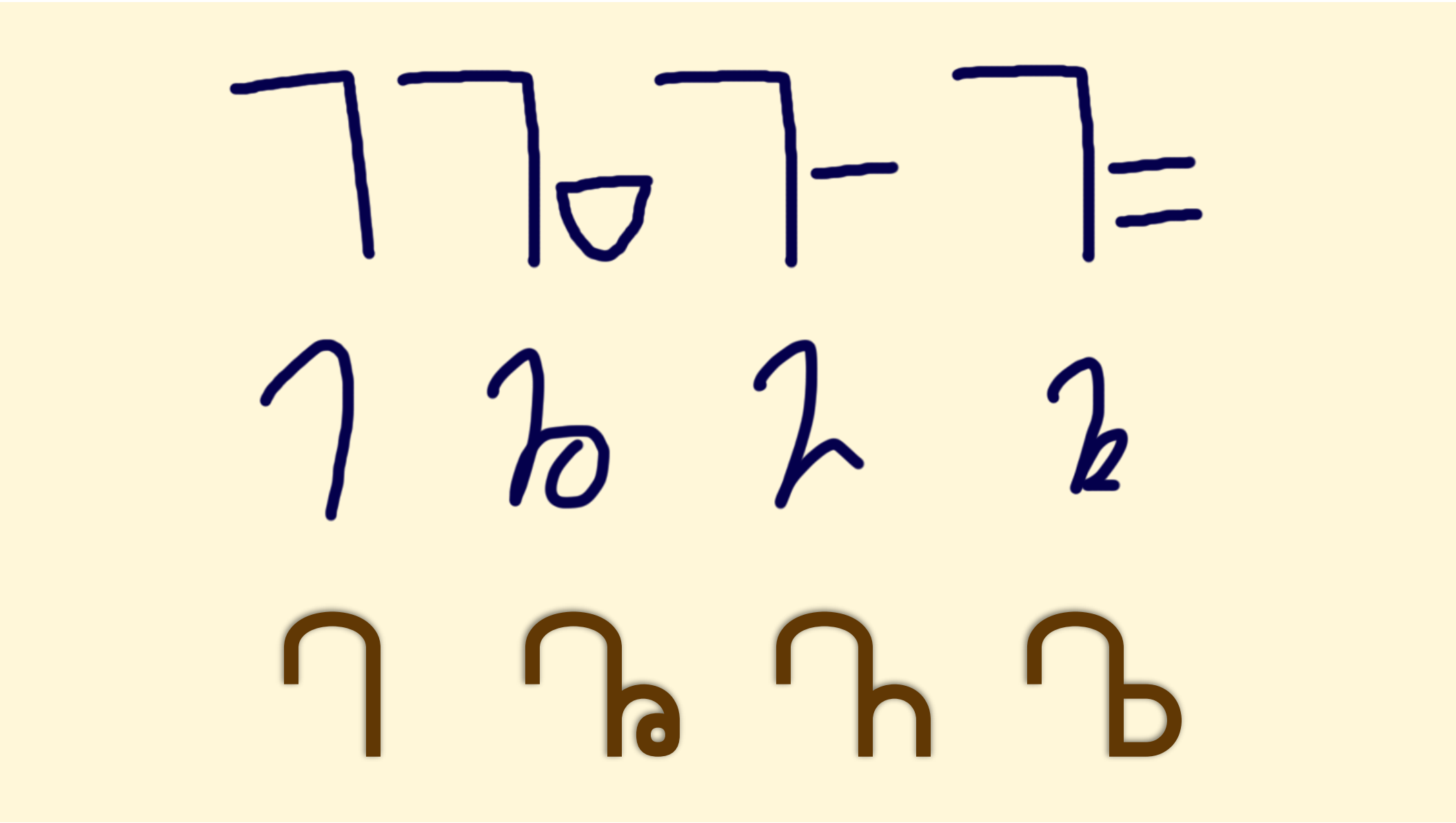
Y = func
W = func

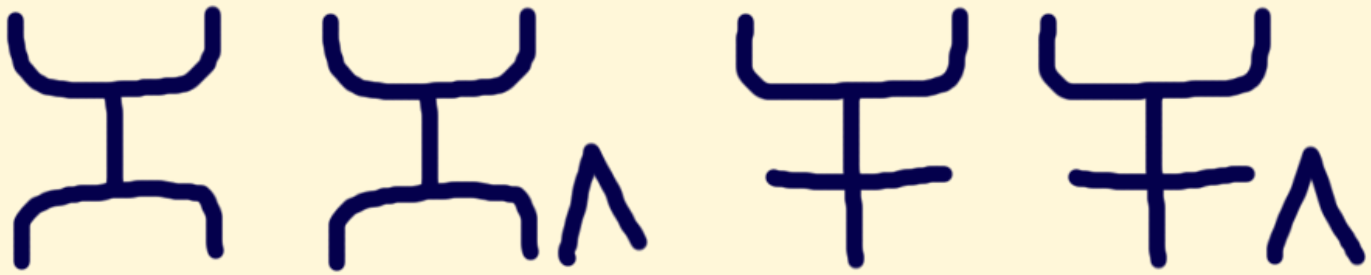
69,0
-36,-69

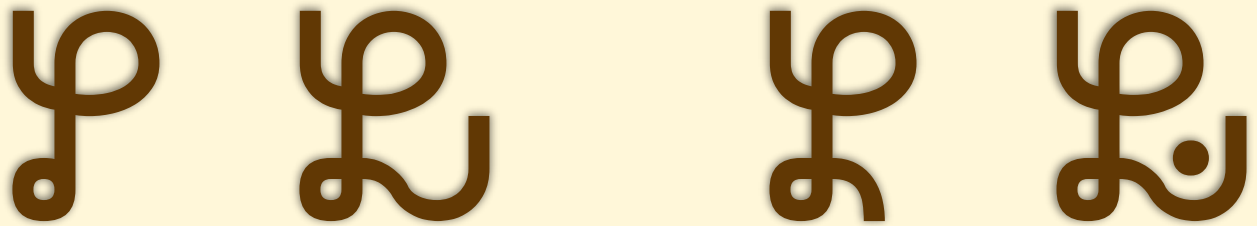
Original system chiseled on stone for ornamental reasons and burial texts. (Above ground pedestals.)

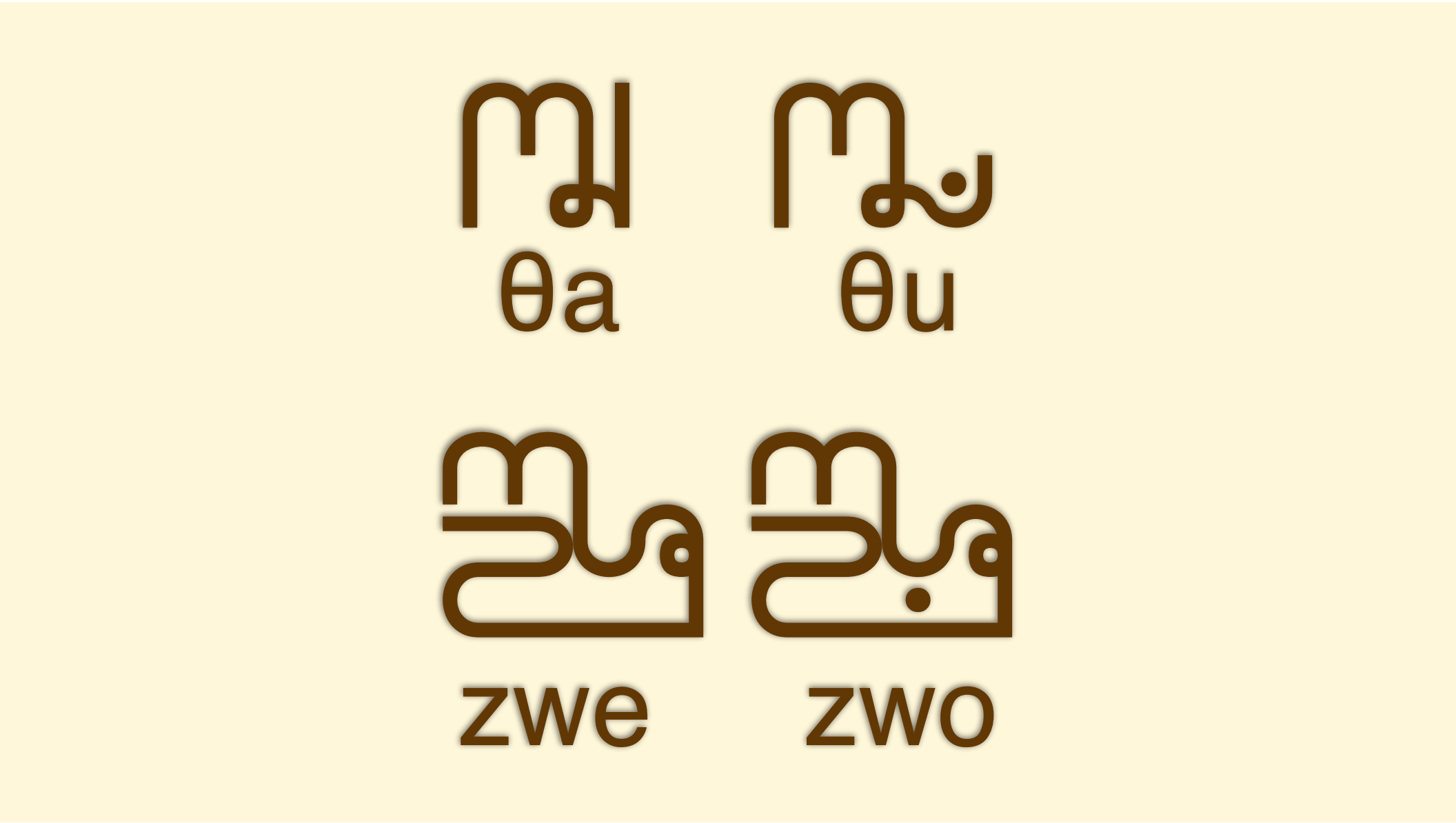
Later scrolls developed (thinnish paper).

1673








θa
θu
zwe
zwo

Phonological Change

The writing system was created at a time before some large scale phonological changes.

Phonological Change

Original Vowels

a aː

i iː

u uː

Phonological Change

Original Diphthongs

ai au

ia iu

ua ui

Phonological Change

High Vowel Reduction

*V → [-high] / _#

*i, *u → je, wo / ˈ_

Phonological Change

Diphthong Loss

*ai, *au → e, o

*V_x[+high] → [-voc] / _V_y

Phonological Change

Loss of Long Vowels
*V: > V

Result

Original Set
ka ki ku
kā kī kū
kau kai kia kiu kua kui

Result

Final Set

ka {ki/ke/kje} {ku/ko/kwo}

ka ki ku

ko ke kja kju kwa kwi

Phonological Change

Original Set

p pʼ t tʼ k kʼ

s sˤ z zˤ

b ɓ d ɗ g ɠ

ᵐb ⁿd ᵑg

Phonological Change

Intervocalic Lenition

*C[-emph, +voice] → [+cont]

&

*C[-emph] → [+voice] / V_V

Phonological Change

Intervocalic Lenition

*C[+cont, -strident, -back] → h / V_V

*C[+cont, +back] → Ø / V_V

Phonological Change

Loss of Pre-Nasalized Stops

$$*^{n}C \rightarrow C \; / \; \#\_$$

$$*^{n}C \rightarrow nC \; / \; V\_$$

Phonological Change

Loss of Emphatic Consonants

*C → [-emph]

Phonological Change

Original Set

p p’ t t’ k k’

s sˤ z zˤ

b ɓ d ɗ g ɠ

ᵐb ⁿd ᵑg

Phonological Change Modern Set

{p/b} p {t/d} t {k/g} k

{s/z} s z z

{b/v} b {d/ð} d {g/h} g

{b/mb} {d/nd} {g/ŋg}

Phonological Change

Also Palatalization for Non-Emphatic Coronals

*t, *d, *s, *z → tʃ, dʒ, ʃ, ʒ

Modern System

	-a	-ā	-i	-ī	-u	-ū
p	𑀧	𑀧𑀸	𑀧𑀺	𑀧𑀻	𑀧𑀼	𑀧𑀽
p′	𑀧𑀼	𑀧𑀼𑀸	𑀧𑀼𑀺	𑀧𑀼𑀻	𑀧𑀼𑀼	𑀧𑀼𑀽
b	𑀪	𑀪𑀸	𑀪𑀺	𑀪𑀻	𑀪𑀼	𑀪𑀽
ƀ	𑀪𑀼	𑀪𑀼𑀸	𑀪𑀼𑀺	𑀪𑀼𑀻	𑀪𑀼𑀼	𑀪𑀼𑀽

Modern System

	-e	-o	-ja	-ju	-wa	-wi
p						
p’						
b						
ɓ						

Phonological Change

$$*C[+lab]^{w} \rightarrow C$$

Result

ᑎ	pa	
ᑎᓐ	pā	
ᑎᓯ	pwa	= [pa]
ᑎᒼ	p’a	
ᑎᓐᒼ	p’ā	
ᑎᓯᒼ	p’wa	

Modern System

	-a	-ā	-i	-ī	-u	-ū
^{m}b						
f						
v						
Ø						

Modern System

	-e	-o	-ja	-ju	-wa	-wi
^{m}b	ᨠᩮ	ᨠᩯ	ᨠᩭ	ᨠᩮᩪ	ᨠᩬ	ᨠᩲ
f	ᨡᩮ	ᨡᩯ	ᨡᩭ	ᨡᩮᩪ	ᨡᩬ	ᨡᩲ
v	ᨢᩮ	ᨢᩯ	ᨢᩭ	ᨢᩮᩪ	ᨢᩬ	ᨢᩲ
Ø	ᨣ	ᨤ	ᨥ	ᨦ	ᨧ	ᨨ

Modern System

	-a	-ā	-i	-ī	-u	-ū
t	ఫ	ఫా	ఫి	ఫీ	ఫు	ఫూ
t’	ఘ	ఘా	ఘి	ఘీ	ఘు	ఘూ
d	ఞ	ఞా	ఞి	ఞీ	ఞు	ఞూ
ɗ	ఢ	ఢా	ఢి	ఢీ	ఢు	ఢూ

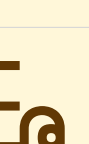
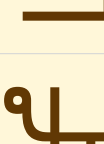
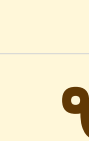
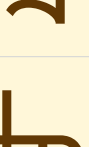
Modern System

	-e	-o	-ja	-ju	-wa	-wi
t						
t’						
d						
ɗ						

Modern System

	-a	-ā	-i	-ī	-u	-ū
^{n}d	ᯓ	ᯓᯕ	ᯓᯖ	ᯓᯗ	ᯓᯘ	ᯓᯙ
s	ᯔ	ᯔᯕ	ᯔᯖ	ᯔᯗ	ᯔᯘ	ᯔᯙ
sʕ	ᯕ	ᯕᯕ	ᯕᯖ	ᯕᯗ	ᯕᯘ	ᯕᯙ
z	ᯖ	ᯖᯕ	ᯖᯖ	ᯖᯗ	ᯖᯘ	ᯖᯙ

Modern System

	-e	-o	-ja	-ju	-wa	-wi
ⁿd						
s						
sʕ						
z						

Modern System

	-a	-ā	-i	-ī	-u	-ū
zˤ	ꣳ	ꣳ	ꣳ	ꣳ	ꣳ	ꣳ
m	ꣳ	ꣳ	ꣳ	ꣳ	ꣳ	ꣳ
n	ꣳ	ꣳ	ꣳ	ꣳ	ꣳ	ꣳ
ŋ	ꣳ	ꣳ	ꣳ	ꣳ	ꣳ	ꣳ

Modern System

	-e	-o	-ja	-ju	-wa	-wi
zʕ						
m						
n						
ŋ						

Modern System

	-a	-ā	-i	-ī	-u	-ū
k	ᖁ	ᖃ	ᖄ	ᖅ	ᖆ	ᖇ
k’	ᖈ	ᖊ	ᖋ	ᖌ	ᖍ	ᖎ
g	ᖏ	ᖑ	ᖒ	ᖓ	ᖔ	ᖕ
ɡ	ᘐ	ᘒ	ᘓ	ᘔ	ᘕ	ᘖ

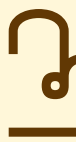
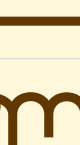
Modern System

	-e	-o	-ja	-ju	-wa	-wi
k						
k’						
g						
g̓						

Modern System

	-a	-ā	-i	-ī	-u	-ū
ᵑg						
h						
θ						
ð						

Modern System

	-e	-o	-ja	-ju	-wa	-wi
ᵑg						
h						
θ						
ð						

Modern System

	-a	-ā	-i	-ī	-u	-ū
r	𑖪	𑖪𑖰	𑖪𑖯	𑖪𑖱	𑖪𑖬	𑖪𑖬𑖰
l	𑖫	𑖫𑖰	𑖫𑖯	𑖫𑖱	𑖫𑖬	𑖫𑖬𑖰

Modern System

	-e	-o	-ja	-ju	-wa	-wi
r						
l						

New Glyphs

/zwa/

/zwe/

/zwi/

/zwo/

New Glyphs

/zja/

/zje/

/zju/

/zjo/

Spelling

<e-ti-lī-nu>

['e.dʒi.li.no]

“gear”

Spelling

<e-ti-lī-nu>

['e.dʒi.li.no]

“gear”

<di-mi-di-ru>

['dʒe.mi.dʒi.ro]

“anyway”

Spelling

<nyu-vu-lā>

[ˈɲu.hu.la]

“complains”

<nyu-vwa>

[ˈɲu.va]

“complained”

Spelling

𑒑𑒱𑒪𑒰𑒩𑒱𑒨𑒰	𑒑𑒱𑒪𑒰𑒩𑒱𑒨𑒰
<fā-hi-ⁿdū>	<fje-ⁿdū>
[ˈfjen.du]	[ˈfjen.du]
“to own”	“to own”

Spelling

ᏔᏌ	ᏱᏊᏂᏓᏁ
<ta-to>	<ho-p’i-sje>
[ˈta.to]	[ˈho.pi.ʃe]
“dad”	“beautiful”

Spelling

<SUN-ⁿdi-du> <DANGER-ʒju-lu>

[ˈve.ɾon.dʒi.ðo] [ˈstʃi.ɾe.ʒu.lo]

“sunrise” “danger”

Mistakes

<hu-kju-lū>

['wo.kju.lu]

“to sleep”

Mistakes

Mistakes

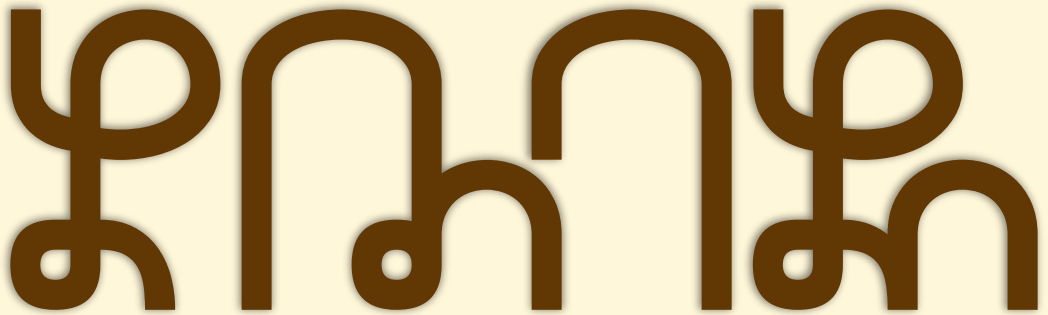
ᠳᠠᠬᠠᠨᠳᠠ

<ⁿda-hi-ka-ⁿdi>

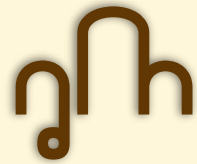
[ˈdai.gan.dʒe]

“hot”

Mistakes



Spelling



<a-pi>

[ˈa.be]

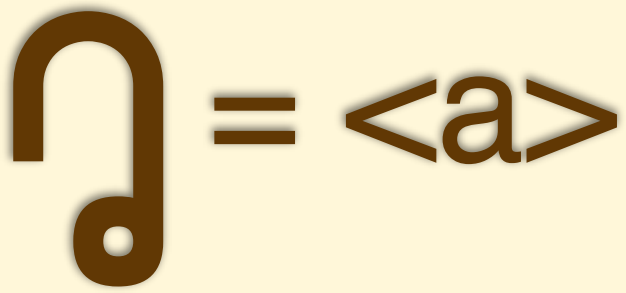
“if”

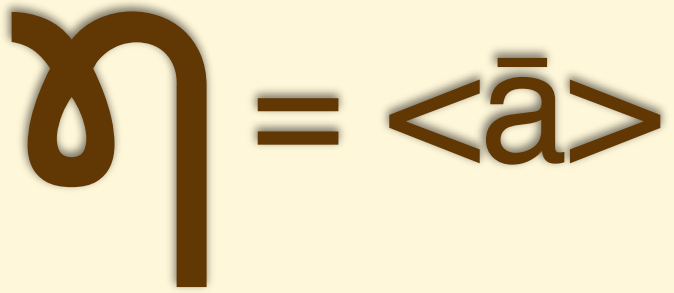
<ā-θu>

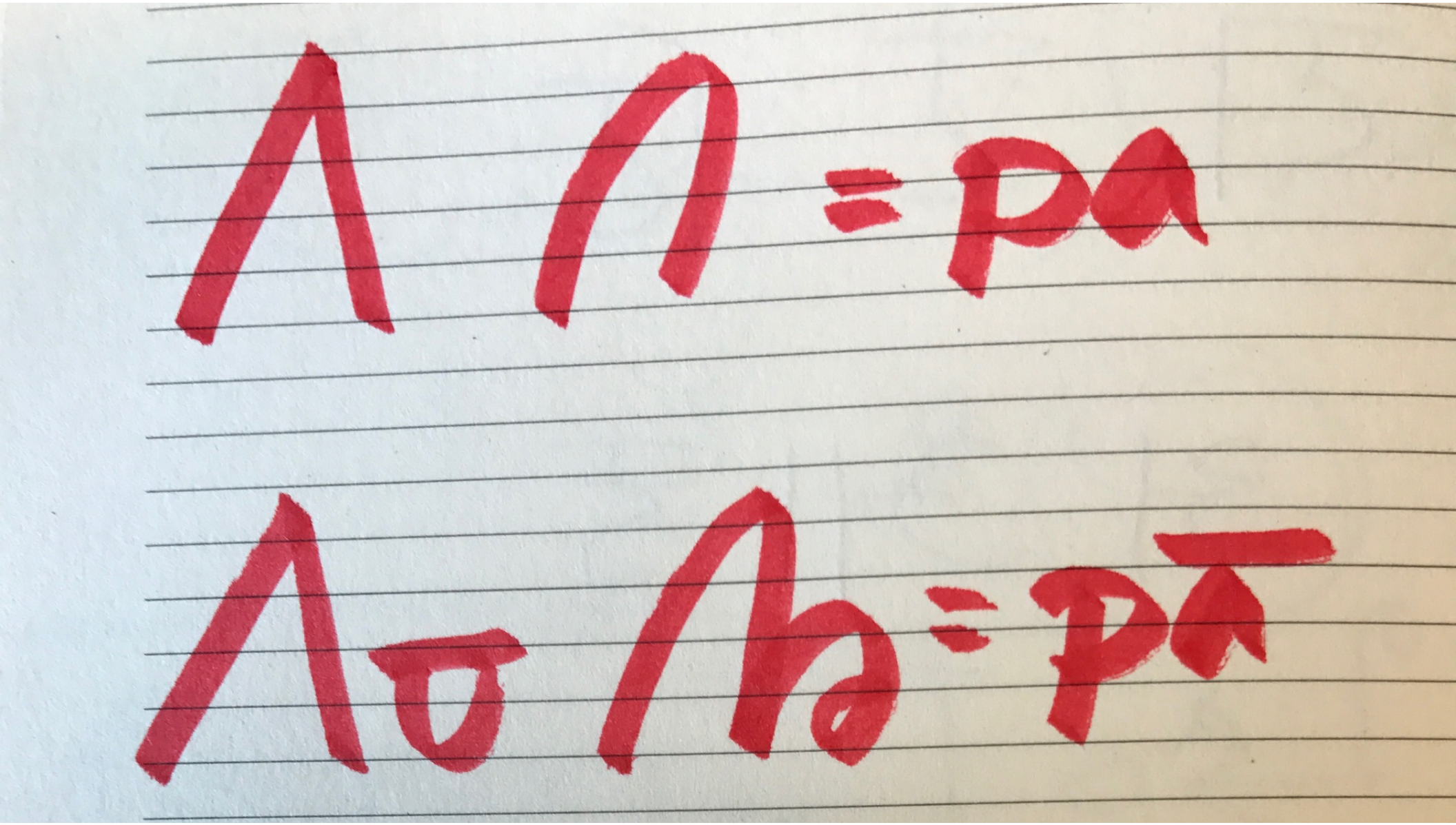
[ˈa.ðo]

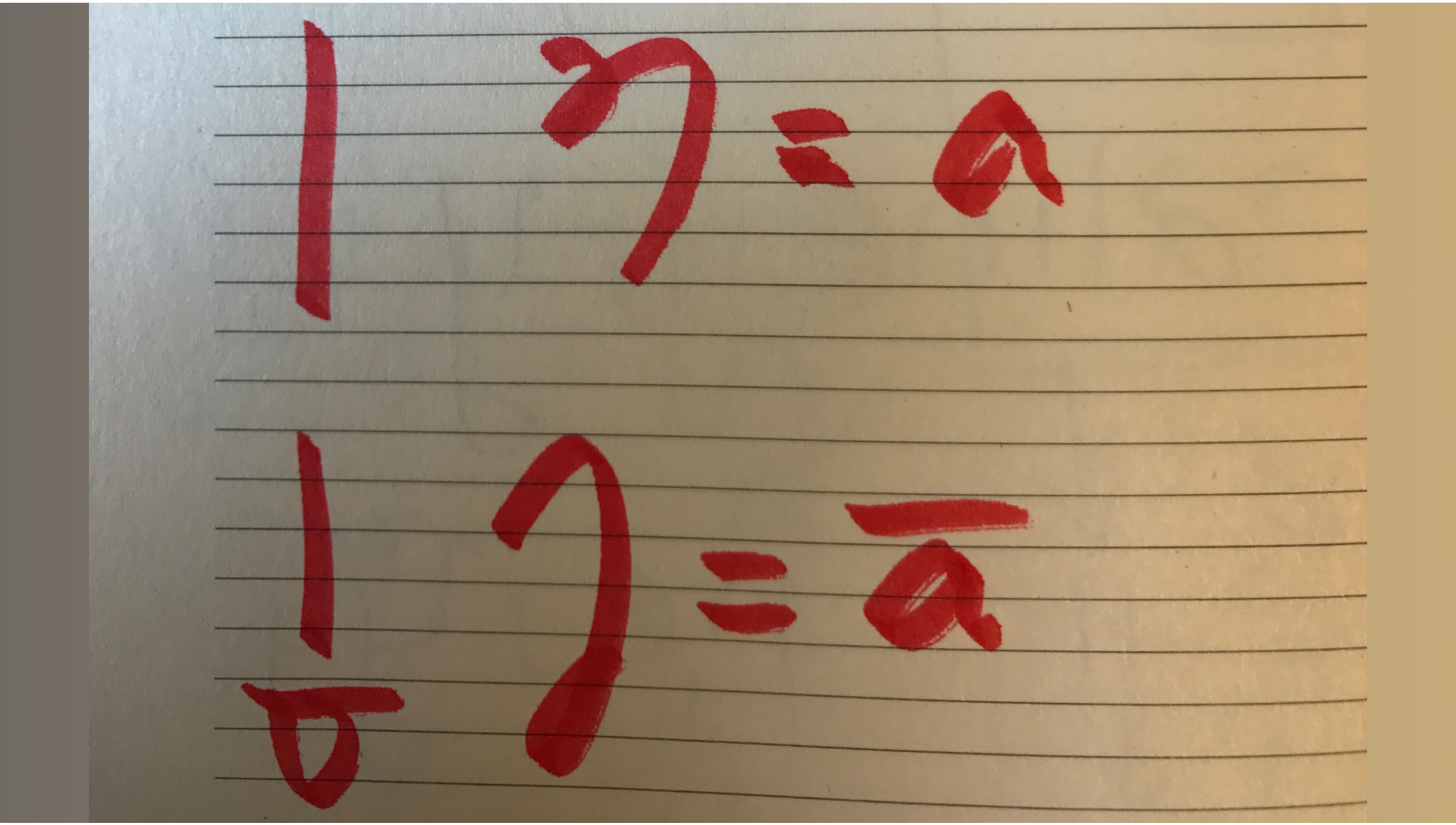
“eleven”

Spelling

 = <a>

 = <ā>


$\Lambda n = pa$
$\Lambda_b \Lambda_b = p\bar{p}$



$$\left| \eta = a \right.$$

$$\left| \eta = \bar{a} \right.$$

Mistakes

But I mixed up the glyphs in the font editor.

Mistakes

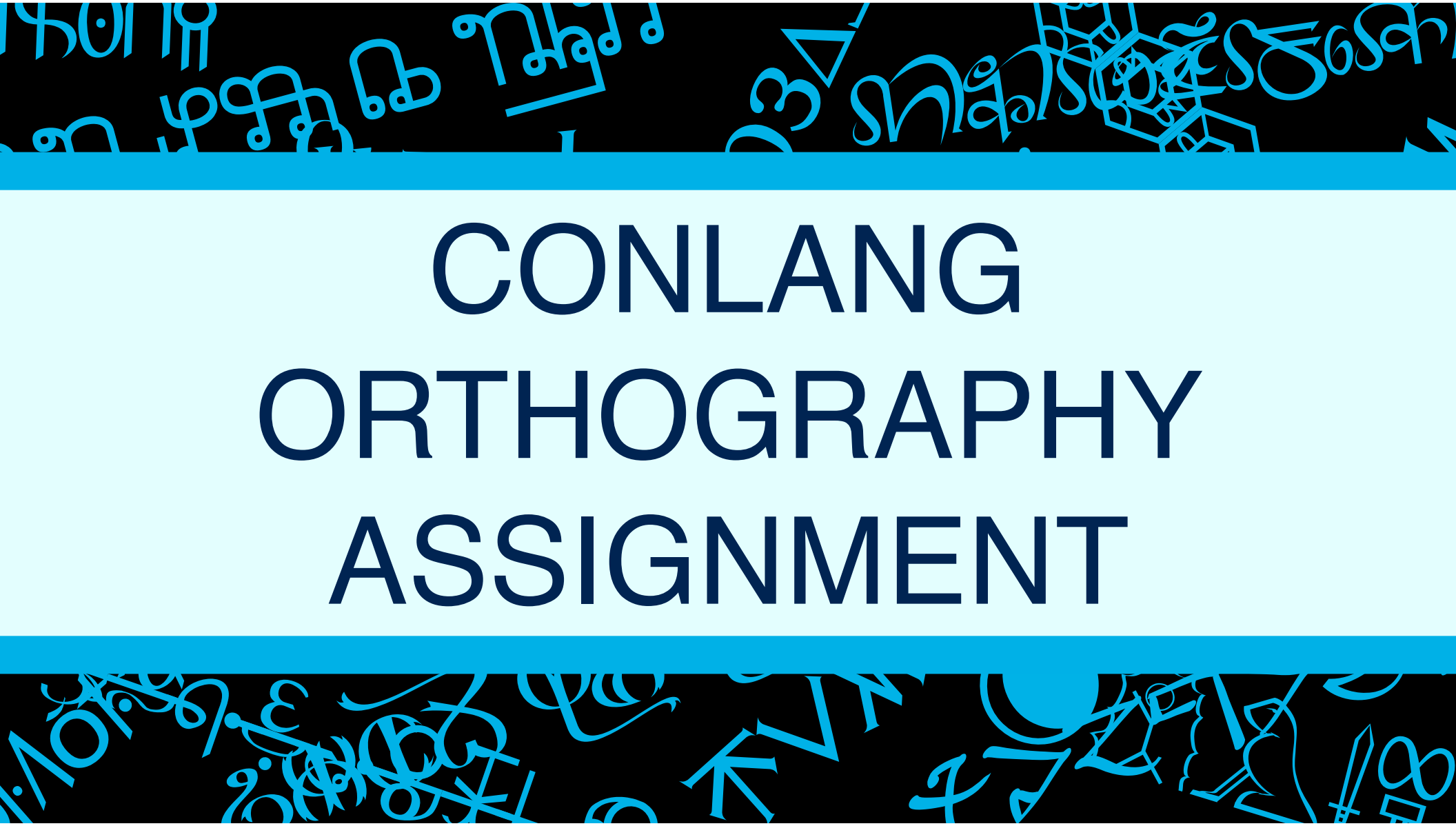
By the time I realized my mistake it was too late: It was on signage that had been filmed. :(

Questions?

Tonight

(1) PA23 = Share a word in your orthography from your language!

(2) MA10: Your orthography!


CONLANG
ORTHOGRAPHY
ASSIGNMENT

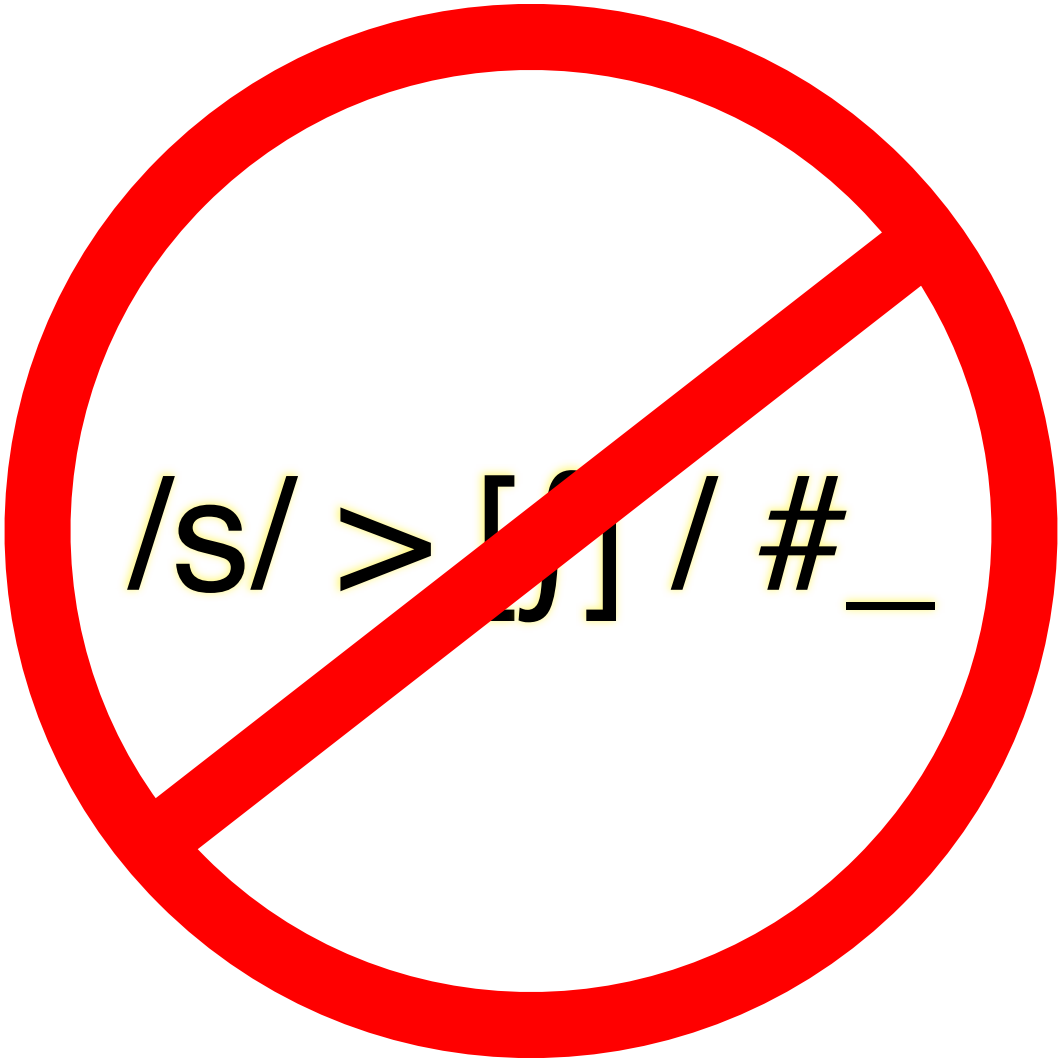
LINGUISTICS 183
WEEK 6

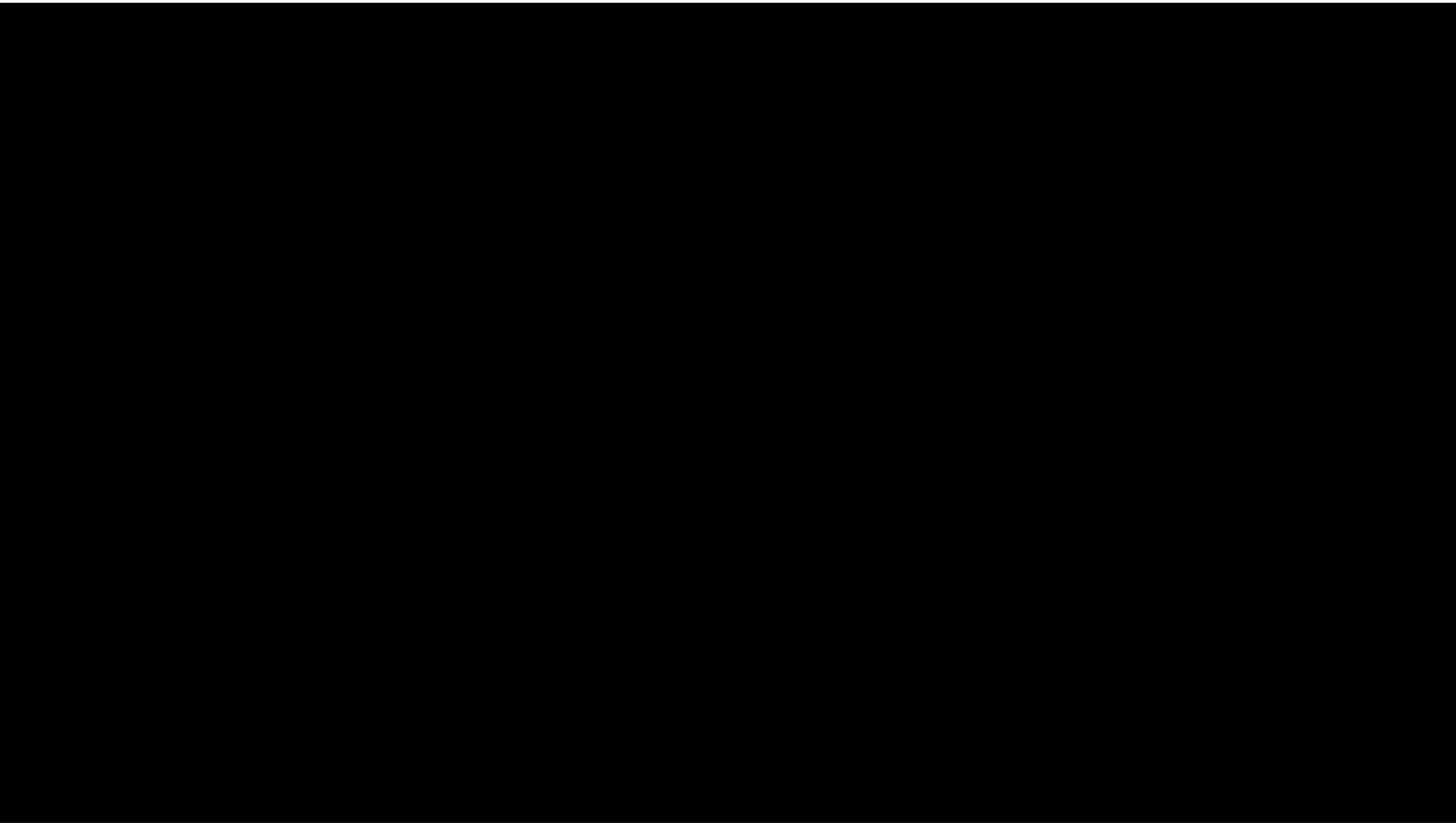
Valdyan/Ilaini by Irina Rempt

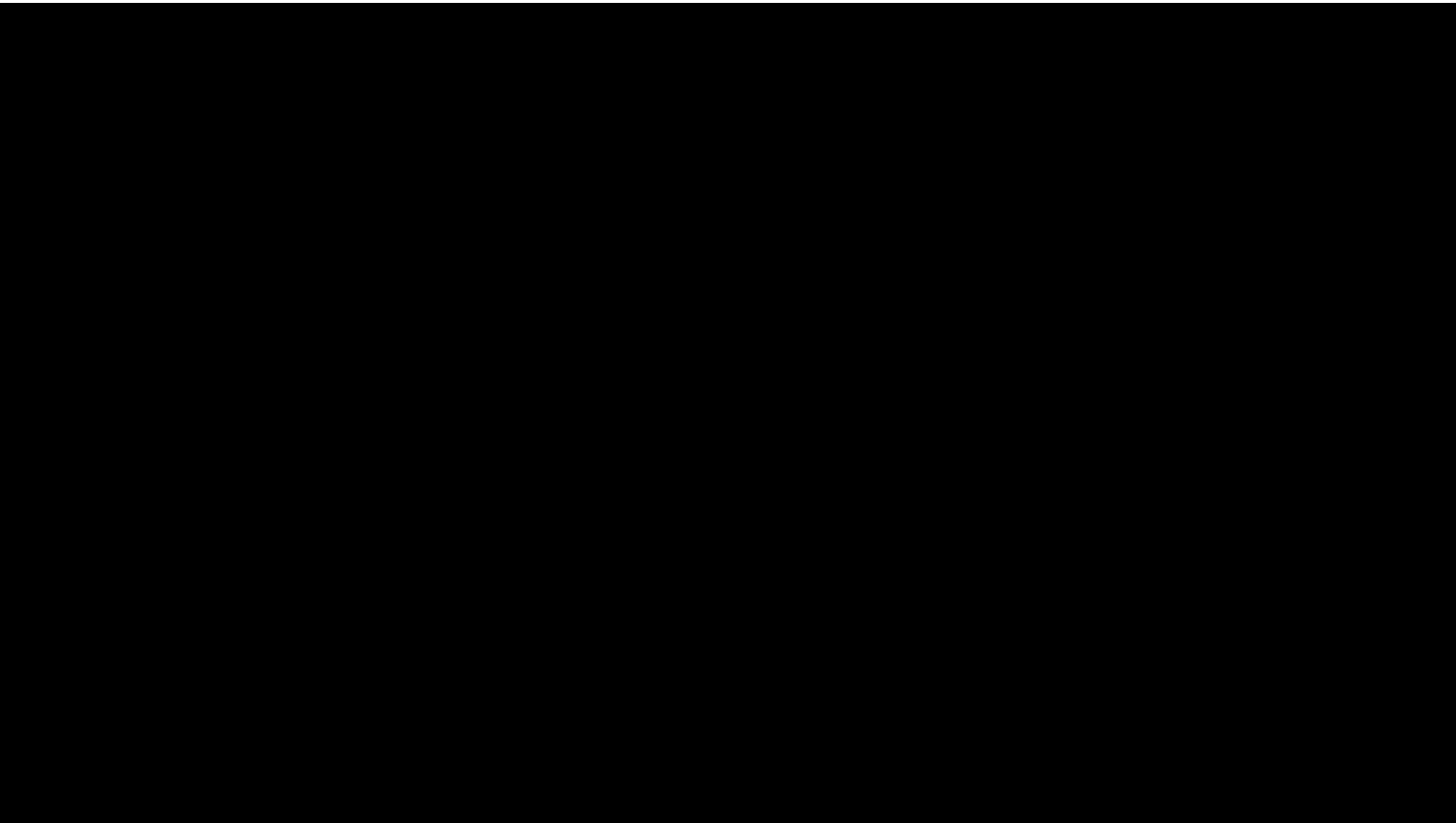
Hanleni halsen varyenan laynat
Daysinen verein idanla le listat
Havien hinla laziena forat
Culea rachleni arlea a chalat?

“The song of the starlings speaks of heroic deeds
In the morning rain the heron does its laundry
In the night the lark worships the stars
Who sees the true nature of birds?”

/s/ > [ʃ] / #_


/s/ > [ʃ] / #_

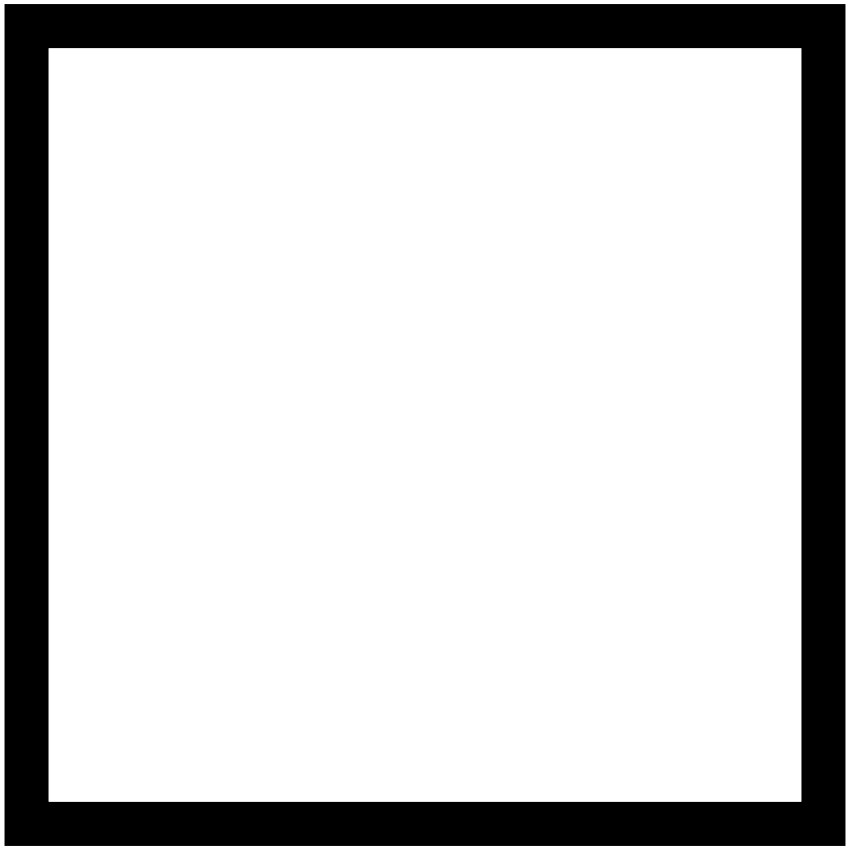




TRANSLATION

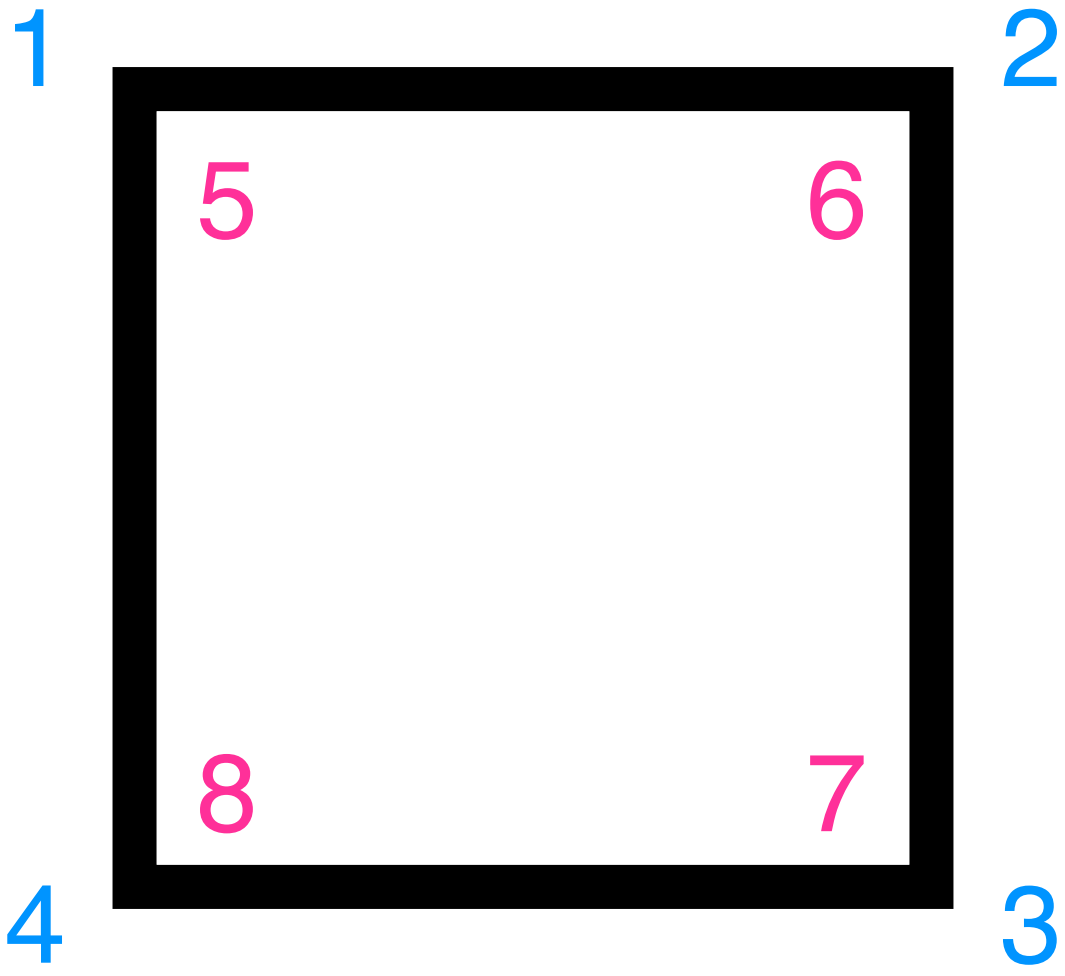
Translation ≠ Writing

Generally, one can translate from one language to another, even if one has to use more words or non-standard words.



Este cuarto tiene cuatro rincones y cuatro esquinas.

This room has four corners and four corners.


1
2
5
6
8
7
4
3

This room has four inside corners and four outside corners.

Frequency

rincón	4/1,000
esquina	4/1,000
inside corner	0.0004/1,000
outside corner	0.0004/1,000

He banged his hip on the corner of the desk.

wonderful
marvelous
awesome
incredible
fantastic
terrific

That’s a wonderful book.
That’s a marvelous book.
That’s an awesome book.
That’s an incredible book.
That’s a fantastic book.
That’s a terrific book.

That’s a wonderful book.

That’s a marvelous book.

That’s an awesome book.

That’s an incredible book.

That’s a fantastic book.

That’s a terrific book.

Dude, that’s a marvelous laptop!

Dude, that’s a sick laptop!

Dude, that’s an awesome laptop!

maravilloso
increíble
fantástico

marvelous ≠ maravilloso

The Problem

If you write in English and go to translate the English, you're going to be translating *English* sentences/word choices.

The Problem

Dude, that’s an awesome laptop!

The Problem

Dude, that's an awesome laptop!

The Problem

awesome (adj.) delvek, asanek, misek

The Problem

marvelous (adj.) asanek, delvek, kilek

The Problem

Delvek (#1 definition of “awesome”) used in mainly religious contexts; not as common.

The Problem

Asanek (#1 definition of “marvelous”) used more commonly amongst all people.

The Problem

Kilek (#3 definition of “marvelous”) used more often by young people; uncommon elsewhere.

The Problem

By choosing “delvek”, the translator has mapped English frequency onto the new language.

Consequence 1

Dothraki
athirarido (n.) dream
thirat atthirariride (v.) to dream

Consequence 1
Dothraki
Atthirarido m’anhoon she jalan.
/dream with-me in night/
“I had a dream last night.”

Consequence 1

Dothraki
Thir atthirariде she jalan.
/lived dream at night/
“I dreamt last night.”

Consequence 1

English

I had a dream last night. ✅

I dreamt last night.

Consequence 1

Dothraki
I had a dream last night.
I dreamt last night.✅

Consequence 1

Both Dothraki strategies are perfectly grammatical.

Consequence 1
The English translation biases the translator, with the result being that the Dothraki is more anglophone.

Consequence 2

Dothraki
nhazhof (n.) a situation/ problem that's more trouble than it's worth

Consequence 2
Dothraki
lanlekhi (n.) when you eat one of something, and then you immediately want to eat more for a while

Consequence 2

Dothraki
azhkemokan (n.) gift given specifically to a bride on her wedding day

Consequence 2

Out of sight, out of mind.

Consequence 2
Translating from English, you end up using the conlang vocab most readily and easily translated to English.

Consequence 2

Composing in English you get the same problem.

Consequence 2

A native speaker has the words in mind and can use them at will. A non-native speaker doesn’t.

Common Conlang Problem

Conlangers often forget the cool words they create that don’t easily translate to English.

Solution

Better tagging!

Solution

prūmia (n.) heart

Solution

prūmia [ˈpruːˑ.mia] (n.) heart

Solution

prūmia [ˈpruːˑ.mia] (n.I) heart

Solution

prūm·ia, -ī, -ȳn, -iar
[ˈpruːmia] (n.l) heart

Solution

prūm·ia, -ī, -ȳn, -iar (prumia, prūmia) [ˈpruːˑ.mia] (n.l) heart

Solution

prūm·ia, -ī, -ȳn, -iar (prumia, prūmia) [ˈpruːˑ.mia] (n.l) {00}
heart

Solution

{00} = basic

{10} = technical/artsy

{01} = potentially insulting

{11} = uncommon insult

Solution

{00} = hero

{10} = nonpareil

{01} = jerk

{11} = Philistine

Solution

More complexity possible:
You just have to remember your system.

Solution

daoriot jem·agon (vp.) {00}* to not matter (to s/o, use the [com.])

Your Translation

Let us discuss!

Your Translation

Create/write some connected narrative.

Your Translation

- Creation myth.
- Origin of writing.
- Origin of plant/animal/ place.

Your Translation

- Battle with other nation.
- Great deed by great leader.
- Founding of the nation.
- Hero story.

Your Translation

- Ghost/taboo story.
- Marriage/birth/death rite.
- Disaster tale.

Tonight!

1. PA 24: Post what kind of story you're doing in the #asoiaf channel.

ámman îar by David Bell

	PREFIX	EXAMPLE
DESCRIPTIVE	v(e)-	riel vemarlis “beautiful woman”
PURPOSIVE	p(a)-	tornil pamurmlir “sleeping bag”
MATERIAL	g(a)-	teleg galdar “wooden leg”
SIZE	m(a)-	caras mabeleg “large house”
COLOR	d(e)-	curunar demith “gray wizard”
SHAPE	t(a)-	palag tacom “round table”
COUNT	b(e)-	lhibai becaer “ten fingers”
AGE	l(a)-	cair lorseinnon “ancient ship”
ORIGIN	h(a)-	sinair harhun “eastern manners”

DERIVATION

Taking a word with X meaning and doing something with it to get X′ meaning.

$$X \to X'$$

$$X \to Y_x$$

gato ~ gatito ~ gaticito

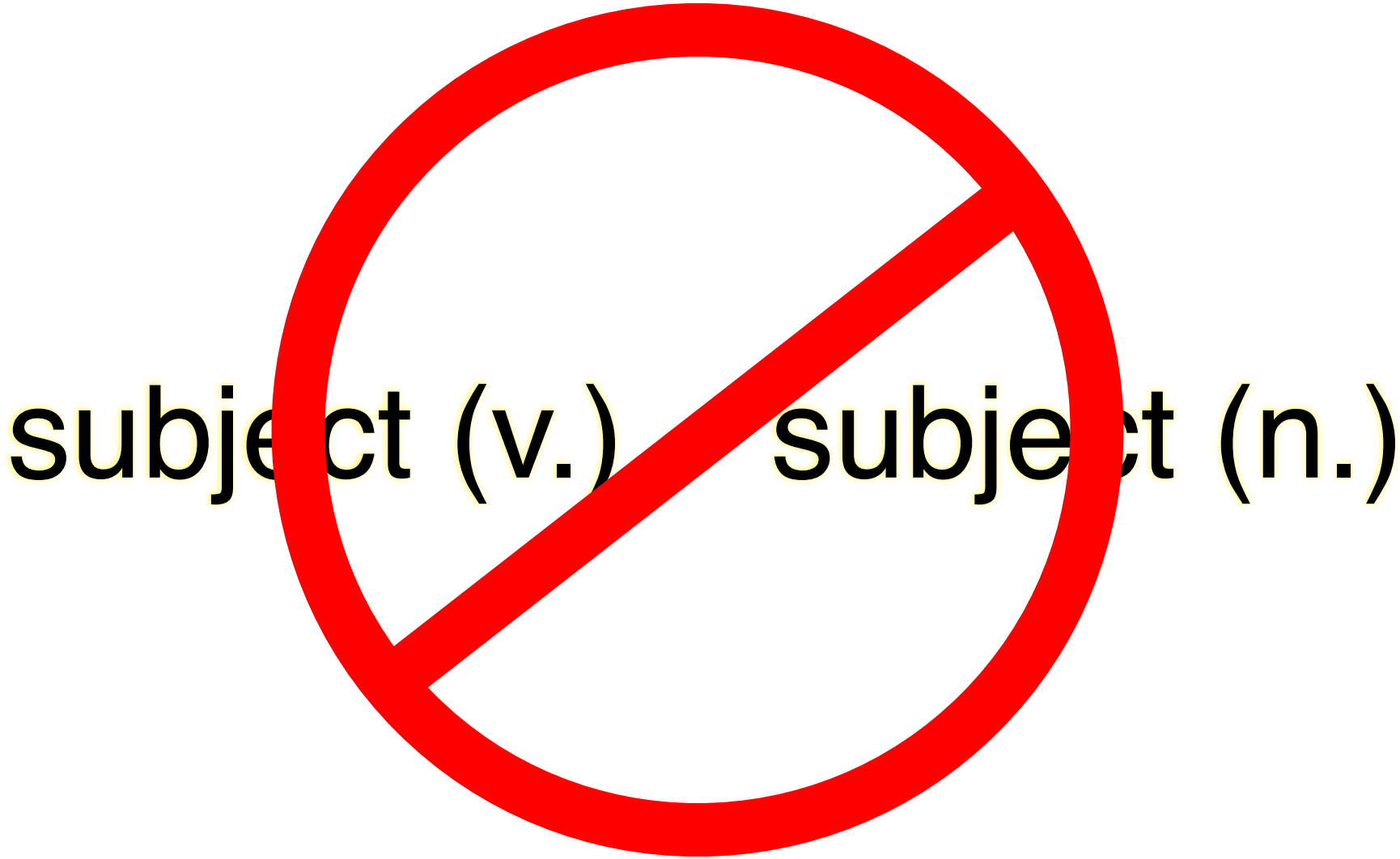
N ~ N ~ N

value
revalue
devalue
misvalue

V

Zero Derivation: Taking a word and using it in some other lexical class without changing it at all.

subject (v.) ~ subject (n.)


subject (v.)
subject (n.)

store (v.) → store (n.)

run (v.) → run (n.)

Google (n.) → google (v.)

Xerox (n.) → xerox (v.)

Warrior (n.) → Warrior (adj.)

The Warrior players are taking the court.

bake (v.) → bakery (n.)

teach (v.) → teacher (n.)

brother (n.) → brotherly (adj.)

black (adj.) → blacken (v.)

red (adj.) → reddish (n.)

teach (v.) → teaching (adj.)

incredible ~ incredibility
incredible ~ incredibleness
red ~ *reddity
red ~ redness

park → parkɔvatʲ

start → startɔvatʲ

tanzen → tantsʲevatʲ

organize → ɔrganʲizɔvatʲ

Common Derivations

Use of Noun as Verb
Quality of Adjective
Verbal Noun

Common Derivations

Noun-Like Becoming an Adjective Participles

Common Derivations
V → N
Agent/Experiencer
Place Where V Happens
Usual Object
Instrument

Nonstandard Derivations

écrire “to write”
écrivant “writing”

Nonstandard Derivations

défendre “to defend”
défendant “defending”

Nonstandard Derivations

salir “to leave”
salida “left”

Nonstandard Derivations

Present Participle = agent
Passive Participle = patient

Nonstandard Derivations

new ~ news

Nonstandard Derivations

*These news travel fast.

Nonstandard Derivations

Down in the dumps.
Got the munchies.
Case of the Mondays.

Nonstandard Derivations

No such thing as an affix that “means” something. Everything can be reused.

COLOR

COLOR

Basic Color Term: A color term that you can’t say is some other type of color.

Red cannot be described as dark pink.
Blue cannot be described as deep green.
Green isn’t halfway between blue and yellow.

Lime is light green.
Mauve is a kind of purple.
Ocher is a dark yellow.
Aquamarine is halfway between blue and green.

11 Basic Color Terms

Black, White, Red, Green, Yellow, Blue, Brown, Orange, Purple, Gray, Pink

Berlin and Kay (1969): Languages develop color terms in a fixed order.

Stage I: Black vs. White
Stage II: + Red
Stage III: + Green *or* Yellow
Stage IV: Both Green *and* Yellow
Stage V: + Blue
Stage VI: + Brown
Stage VII: The Rest

Stage I: Black vs. White

Stage II: + Red

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Stage IV: Both Green *and* Yellow

Stage V: + Blue

Stage VI: + Brown

Stage VII: The Rest

Stage IV

Black + White = Basic
Red = Maybe Basic
Green + Yellow = Derived

Stage IV

Blue = Green if lighter; black if darker.

Purple + Gray = Black, most likely.

Pink = White or red.

Orange = Yellow or red.

Green

Yellow

Green

Yellow

Голубой
goluboi

Blue

Синий
sini

Pink

Red

Red

Sources

Black, White and Red may be basic; maybe Green or Yellow.

Sources

Others: Names based on things that are that color—or plants that get you that color dye or ink.

Sources

Most common way to get color terms: Borrowing.

Tonight

Work on your final!

Kash by Roger Mills

sisa “to love” ~ sisa-matisa “to love one another”

leka “to argue” ~ leka-mandeka “to argue back and forth”

handa “to load” ~ handa-makanda “to load and unload cargo”

cati “to face" ~ cati-manjati “to confront”

procañ “to bargain” ~ proca-mambrocañ “to negotiate”

Twinkle, twinkle, little star,
How I wonder what you are!

The hell is “twinkle”?

What’s the verb form?

What case is “little star”?

What’s your version of the (very British) expression “How x!”

How I enjoy motoring!
How I adore toffees!
How I miss Buckfastleigh!
How I wish to be a seeee!

Figure out what the equivalent of that is first before even getting to the real content.

What you are = That which you are.

What are you doing if you have a null copula?

What do you do about “that which”?

Is this even the best translation for your language?
Maybe it should be “How I ponder your nature”?

What’s “nature”?

Good luck with “wonder”!

If the whole thing is a command, how are commands formed in your language?

Emerald City (2017)

Mimic me, you crude and jarring skeletons / And dance together, stir my dark portent.

Emerald City (2017)

Flesh and blood cast out their rigor mortis / Of all you dead cold sister come embrace / And bid farewell a kiss the last between.

Emerald City (2017)

The lock, the key – a girl, now what's within… / His mind undone, she'll creep inside to look / And steal what secrets dark and precious keep. But caution be if bonds break weak and lie / Together they will fall beneath the black / And madness take their feeble hearts' desire.

“Keep Ya Head Up”
2Pac (1993)

And, uh, I know they like to beat you down a lot
When you come around the block, brothers clown a lot
But please don’t cry, dry your eyes, never let up
Forgive but don’t forget, girl, keep your head up

And when he tells you you ain’t nothin’, don’t believe him
And if he can’t learn to love you, you should leave him
Cause sister you don’t need him

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Tonight!

1. PA 25: Post a picture from or related to class on #general or #memes!

Phonology

ɑ p b p͡s b͡z m p͡ʃ b͡ʒ w o f v ɱ

u θ ð æ t d t͡s d͡z s z ʃ ʒ n t͡ʃ d͡ʒ

ɾ r[ɹ] l ɛ ç ɲ j e k g k͡s g͡z x ɣ ŋ

k͡ʃ g͡ʒ i q ɬ h ʔ

Megdevi by David Peterson

ɑ p b p͡s b͡z m p͡ʃ b͡ʒ w o f v ɱ

u θ ð æ t d t͡s d͡z s z ʃ ʒ n t͡ʃ d͡ʒ

ɾ r[ɹ] l ɛ ç ɲ j e k g k͡s g͡z x ɣ ŋ

k͡ʃ g͡ʒ i q ɬ h ʔ

l-z-n

lezɪn

“ostrich”

lizejnət

“the act of being an ostrich”

læzɪn

“ostrich tool/ implement which ostriches”

lizɛn

“ostrich habitat”

lazon

"something that got bit by an ostrich"

ʔɪlzənæ

“the study of ostriches”

ləzin

“imbued of the true essence of an ostrich”

lʊzʊn

“ostrich-like”

ləzinəd

“ostriching”

luzæn

“ostriched”

læzɛn

"like an ostrich habitat"

liznə

“ostrich-colored”

ləzənə!

“Be an ostrich!”

ləzʊllənə!

“Become an ostrich!”

lezni

“ostrich juice”

lozæn

“Ostrich Second”

luzɛn

“Ostrich Minute”

liznIks
“Ostrich Hour”

lazno
“Ostrich Day”

lezɛn

“Ostrich Month”

lɛzɛn

“Ostrich Season”

lojzʊn

“Ostrich Year”

lazunow
“Ostrich Decade”

melizının

“Ostrich Century”

lɑjznɛθ

“Ostrich Millennium”

2000 Linguistics 5 Conlang-L

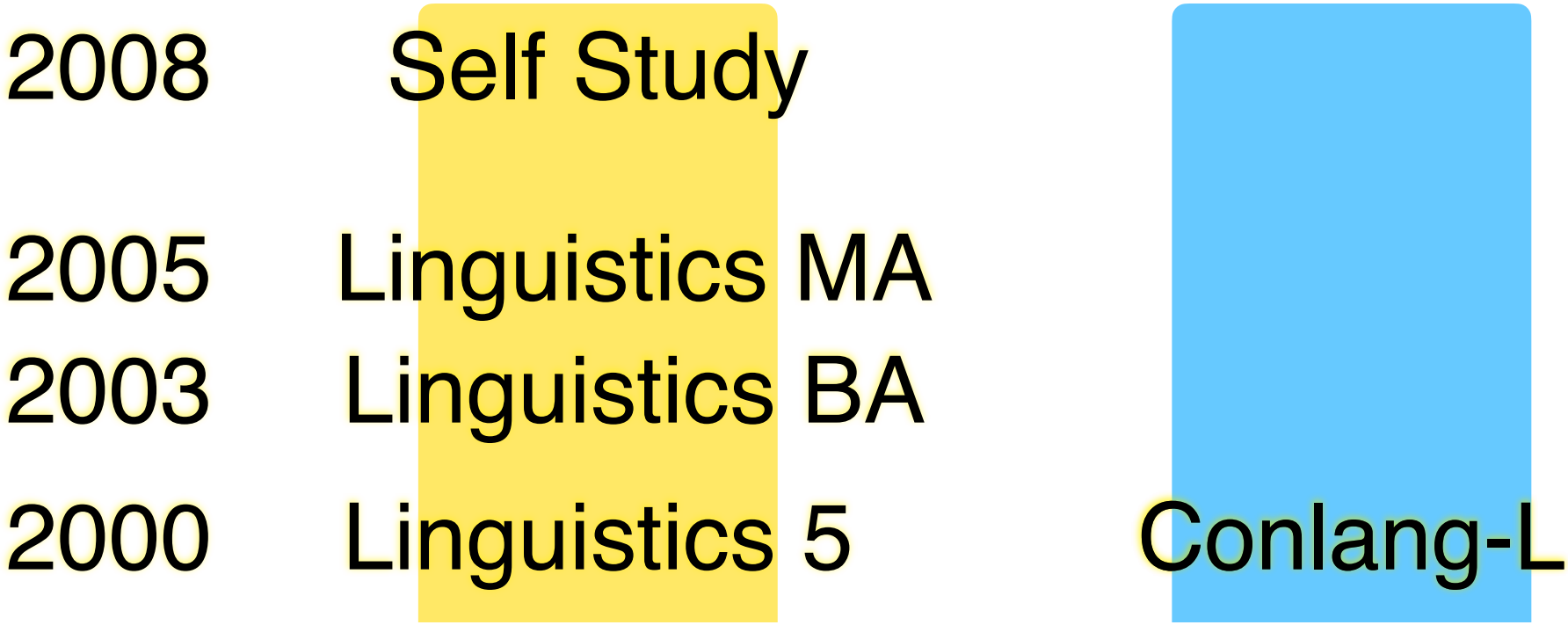
2003 Linguistics BA

2000 Linguistics 5 Conlang-L

2005 Linguistics MA

2003 Linguistics BA

2000 Linguistics 5 Conlang-L


2008 Self Study
2005 Linguistics MA
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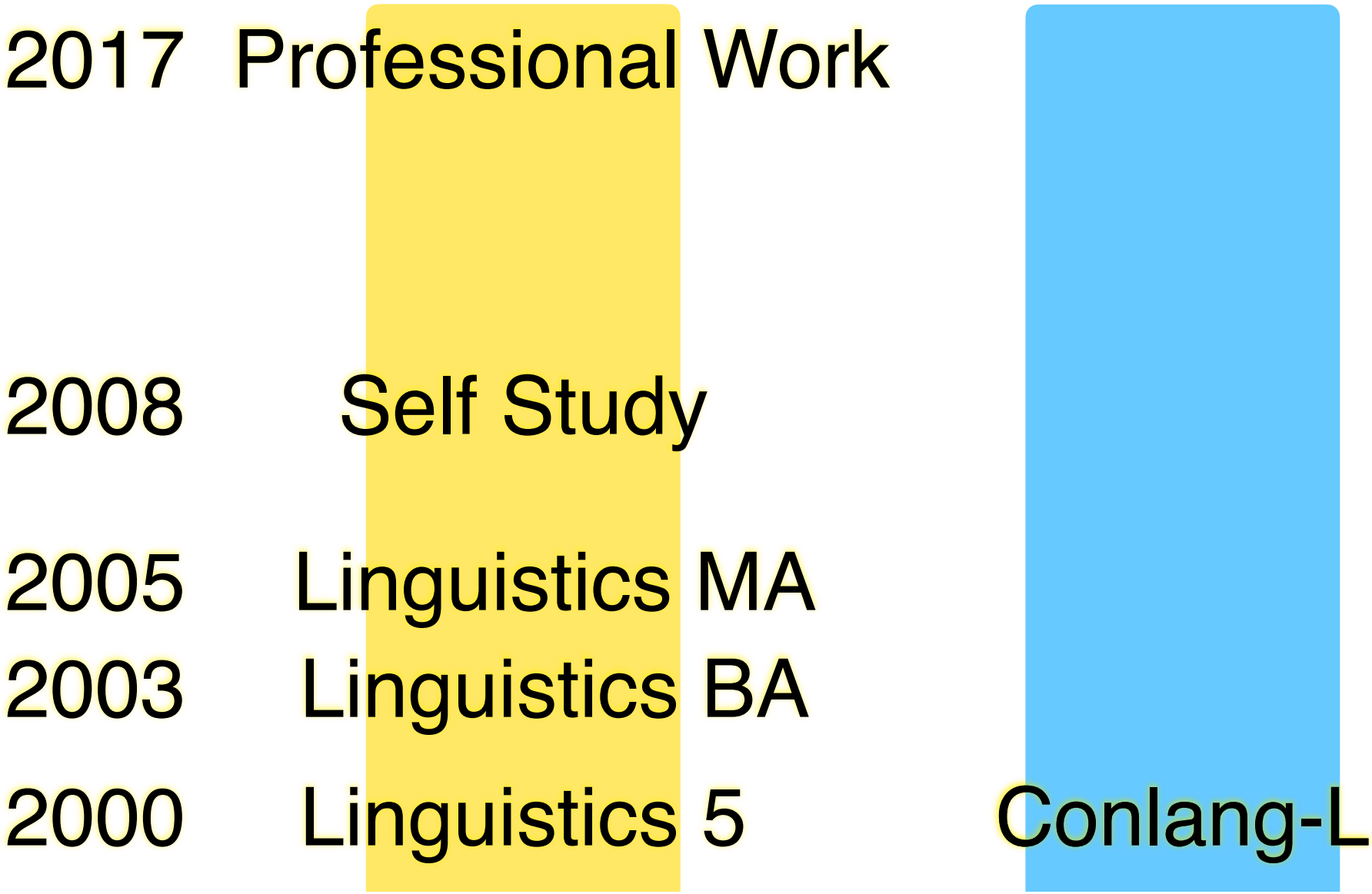
Conlang-L


2017 Professional Work
2008 Self Study
2005 Linguistics MA
2003 Linguistics BA
2000 Linguistics 5
Conlang-L

17 years → 1 course

1 course → 6 weeks

What now?

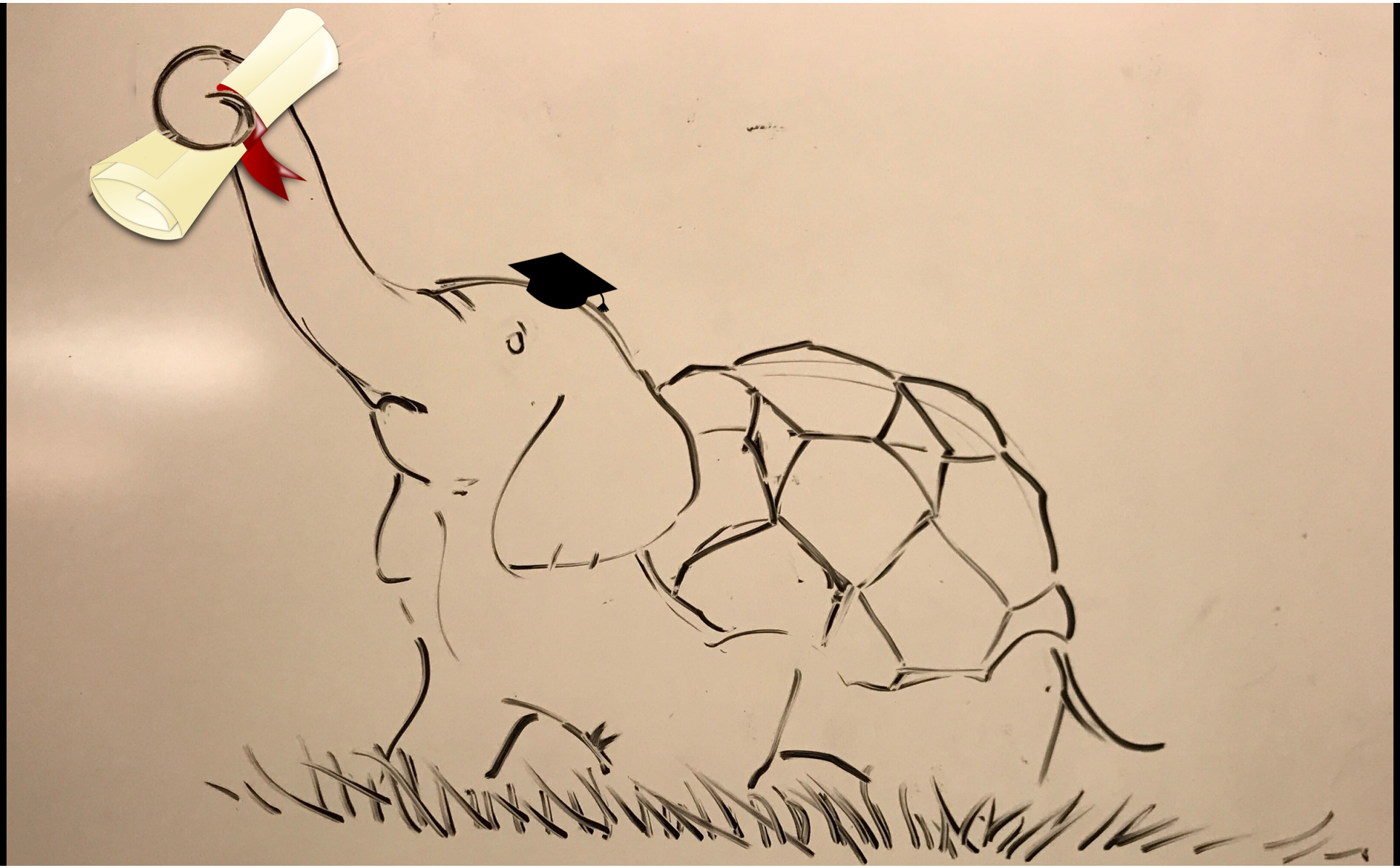
1100
Hildegard
1974
2013
Someone gets paid.
One full time conlanger.

Hollywood will pay for something that has a perceived value.

In order for this to continue, the perceived value of conlanging must not only be maintained, but must increase.

More people (industry people and audience members) have to be able to discern quality conlanging from garbage.

You now know!



FINAL CONLANG PROJECT

FINAL CONLANG PROJECT