

# Homework 5

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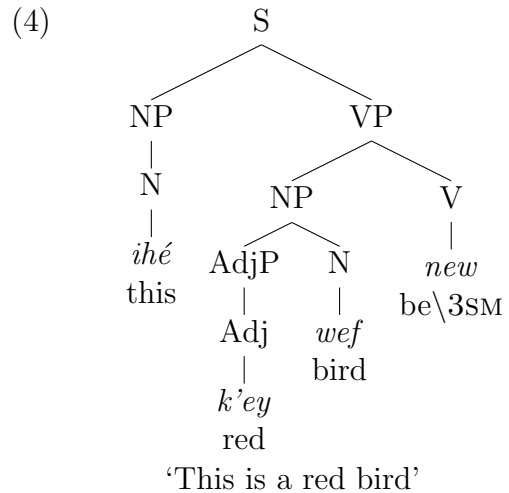
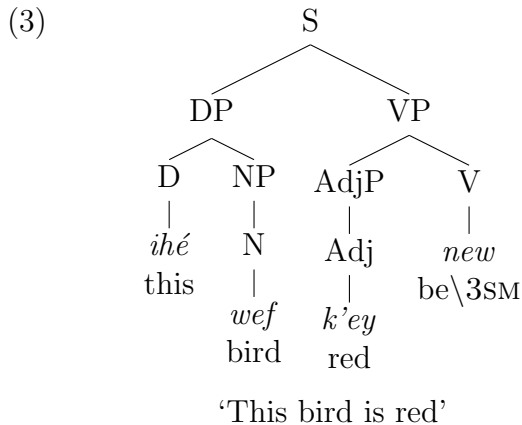
## 1 Copular sentences

### 1.1 Structure

The ‘be’ element is the verb *new* (here in the masculine form; all forms can be seen in table 1). Copular sentences generally have the form SOV. The objects in each of these sentences can be phrases headed either by nouns, the class of words that includes things, or by adjectives, the class of words that are used to modify nouns. These two options are shown in (1) and (2).

- (1) *wef-och tinishíyé nachew*  
bird-P small be\3P  
‘The birds are small’<sup>1</sup>
- (2) *Arsema temarí nech*  
Arsema student be\3SF  
Arsema is a student

The difference between these phrases is sometimes dependent on word order. In (3), *k’ey* ‘red’ is a complement of the verb. In (4), it modifies the noun phrase, which is a complement of the *new*.



The forms of the subjects and complements are the same.

### 1.2 Copula forms

Table 1 lists the forms of the copula in the postive and negative.

<sup>1</sup>In these glosses, 3SF means third person singular feminine, P means plural, etc.

Table 1: Copula forms

form	affirmative		negative	
1S	neny	‘I am’	aydelehum	‘I am not’
2SM	neh	‘You (m) are’	aydelehim	‘You (m) are not’
2SF	nesh	‘You (f) are’	aydeleshim	‘You (f) are not’
3SM	new	‘He is’	aydelem	‘He is not’
3SF	nech/nat	‘She is’	aydelechim	‘She is not’
1P	nen	‘We are’	aydelenim	‘We are not’
2P	nachu	‘You (pl) are’	aydelachum	‘You (pl) are not’
3P	nachew	‘They are’	aydelum	‘They are not’

The word order is SOV in both the positive and negative. The only difference between affirmative and negative is the form of the copula.

- (5) *iné temarí neny* ‘I am a student’
- (6) *ante temarí neh* ‘You (m) are a student’
- (7) *anchí temarí nesh* ‘You (f) are a student’
- (8) *isu temarí new* ‘He is a student’
- (9) *iswa temarí nech* ‘She is a student’
- (10) *inya temaríyoch nen* ‘We are students’
- (11) *inante temaríyoch nachu* ‘You (pl) are students’
- (12) *inesu temaríyoch nachew* ‘They are students’
- (13) *iné temarí aydelehum* ‘I am not a student’
- (14) *ante temarí aydelehim* ‘You (m) are not a student’
- (15) *anchí temarí aydeleshim* ‘You (f) are not a student’
- (16) *isu temarí aydelem* ‘He is not a student’
- (17) *iswa temarí aydelechim* ‘She is not a student’
- (18) *inya temaríyoch aydelenim* ‘We are not students’
- (19) *inante temaríyoch aydelachum* ‘You (p) are not students’
- (20) *inesu temaríyoch aydelum* ‘They are not students’

## 2 Negation

Table 2 shows the past affirmative and negative forms of *merot* ‘to run’.

Here, we see that the negative forms are formed by the prefix *al-* and an *-im* suffix which is added to the person marking suffix.

Table 2: Postive and negative forms of ‘to run’			
<i>iné rot’-kuwin</i>	‘I ran’	<i>iné al-rot’-ku-m</i>	‘I didn’t run’
<i>ante rot’-k</i>	‘You (m) ran’	<i>ante al-rot’-k-im</i>	‘You (m) didn’t run’
<i>anchí rot’-sh</i>	‘You (f) ran’	<i>anchíma al-rot’-sh-im</i>	‘You (f) didn’t run’
<i>isu rot’-e</i>	‘He ran’	<i>isu al-rot’-e-m</i>	‘He didn’t run’
<i>iswa rot’-ech</i>	‘She ran’	<i>iswa al-rot’-ech-im</i>	‘She didn’t run’
<i>inya rot’-en</i>	‘We ran’	<i>inya al-rot’-in-im</i>	‘We didn’t run’
<i>inante rot’-achu</i>	‘You (pl) ran’	<i>inante al-rot’-achu-m</i>	‘You (pl) didn’t run’
<i>inesu rot’-u</i>	‘They ran’	<i>inesu al-rot’-u-m</i>	‘They didn’t run’