

Morphology
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Causatives in Turkish and Japanese

***Note: Throughout this paper, any translations given of ungrammatical sentences show intended meaning and thus those sentences represent failed derivations.

Section 1: Turkish

Part A

Some Turkish verbs:

gloss	inf	past	future
'read'	okumak	okudu	okuyacak
'die'	Olmek	OldU	Olecek
'seek'	aramak	aradI	arIyacak
'cut'	kesmek	kesti	kesecek
'begin'	baSlamak	baSladI	baSlIyacak
'eat'	yemek	yedi	yiyecek
'worship'	tapmak	taptI	tapacak
'come'	gelmek	geldi	gelecek
'give'	vermek	verdi	verecek

Some Turkish sentences:

- | | | |
|------|--|-------------------------------------|
| (1) | Cocuk okula baSladI. | 'The child began school.' |
| | *Cocuk okulu baSladI. | |
| (2) | maymunlar kitaplarI okudular. | 'The monkeys read the books.' |
| | *maymunlar kitaplara okudular. | |
| (3) | kasap eti kesecek | 'The butcher will cut the meat.' |
| (4) | kazlar aGaca taptIlar. | 'The geese worshipped the tree.' |
| | *kazlar aGacI taptIlar. | |
| (5) | cUce kulun kIlIlarI kesecek. | |
| | 'The dwarf will cut the slaves' hair.' | |
| (6) | dostum OldU. | 'My friend died.' |
| (7) | yIlan zehiri yiyecek. | 'The snake will eat the poison.' |
| (8) | Cocuk yIlanI kitabI verdi. | 'A child gave a book to the snake.' |
| | *Cocuk yIlanI kitaba verdi. | |
| (9) | simidi aramIyacaGI. | 'I will not seek the simit.' |
| (10) | cUceye tapacaksIn. | 'You will worship the dwarf.' |
| | *cUceyi tapacaksIn. | |
| (11) | maymunlar Universiteye baSlIyacak. | 'Monkeys will begin university.' |
| (12) | oGlu kazI yedi. | 'His son ate the goose.' |
| (13) | araba geldi. | 'The car came.' |

1. Give an overview of Turkish sentence structure.

2. Provide subcategorization frames for the verbs above, paying special attention to the forms of all the nouns in the sentences.

Part B

Some causatives:

OldUrUrUm	`I kill'
oldururuz	`we cause to be'
yedirilseniz	`if you are made to eat'
yUrUtUrler	`they make (it) walk'
yUrUtebildin	`you were able to make it walk'
OldurteceGiz	`we will have him killed'
OldUrtUrUz	`we have him killed'
OldUrttUrUrUz	`we cause someone to have him killed'

1. Identify the causative morpheme and its allomorphs.

Some causative sentences:

- (14) dostumu OldUrdUm. 'I killed my friend.'
- (15) Cocugu okula baSlattIk. 'We made the child begin school.'
- (16) kasap maymunlara kitaplarI okuttu.
 'The butcher made the monkeys read the books.'
 *kasap kitaplara maymunlarI okuttu.
 *kasap maymunlarI kitaplara okuttu.
- (17) damadIm oGuluna kazI yedirdi.
 'My bro-in-law made his son eat the goose.'
- (18) tUrk arabayI geldirdi. 'The turk made the car come.'
 *tUrk arabaya geldirdi.
- (19) kul maymunlarI Universiteye baSlatacak.
 'The slave will make the monkeys begin university.'
 *kul maymunlara Universiteyi baSlatacak.
- (20) kasaba eti kestireceGim. 'I will make the butcher cut the meat.'
- (21) cUce kula yIlanI OldUrttU. 'The dwarf made the slave kill the snake.'
- (22) kedi kazlarI aGaca taptIracak.
 'The cat will make the geese worship the tree.'
- (23) *tUrke maymuna kitabI verdirdim.
 *tUrKU maymuna kitabI verdirdim.
 'I made the Turk give the book to the monkey.'

2. Say what you can about the argument structure of causatives relative to their non-causative forms. Pay special attention to the forms of nouns in the sentences. Remember to account for the ungrammaticality of starred forms.

Part C: Passives

OlUnUr	`it is died'
gelinmemek	`to not be come'
aranIyorsunuz	`you are being sought'
yapIlmamIS	`(reportedly) not made'
yenmediler	`they were not eaten'
verildi	'it was given'

1. Recall the passive morpheme and its allomorphs.

Some passive sentences:

Notes:

-in Turkish, the passive is generally only used when the agent is unknown

-Turks are very averse to 'by' phrases

(24)	kitap maymuna verildi.	'The book was given to the monkey.'
(25)	kaz yenecek.	'The goose will be eaten.'
(26)	*simit tapIldI.	'The simit was worshipped.'
(27)	et kesildi.	'The meat was cut.'
(28)	*okul baSlanacak.	'School will be begun.'
(29)	*maymun kitabI verildi.	'The monkey was given the book.'
(30)	*OlUndUn.	'You were died.'
(31)	*gelineceGiz.	'We will be come.'

2. Give an analysis of the passive in Turkish, accounting for the forms of the nouns and accounting for the ungrammaticality of the starred forms.

Part D: Putting it together

(32)	dostum OldUrUldU.	'My friend was killed.'
(33)	kazlar aGaCa taptIrIlacak	'The geese will be made to worship the tree.'
(34)	*aGaC kazlarI taptIrIlacak	'The tree will be made to be worshiped by the geese.' (goose=worshiper)
(35)	et kasaba kestirilecek	'The meat will be made to be cut by the butcher.'
(36)	Cocuk okula baSlatIldI	'The child was made to begin school.'
	*okul CocuGa baSlatIldI	
(37)	araba geldirilecek	'The car will be made to come.'
(38)	dostum yIlana OldUrtUldU	'My friend was made to be killed by the snake.' (snake=killer)
	*yIlan dostuma OldUrtUldU	
(39)	simit maymuna yedirtecek.	'The monkey will be made to eat the simit.'
	'The monkey will be made to eat the simit.'	
(40)	*Cocuk maymuna kitapI verdirildi.	
	*kitap CocuGa maymuna verdirildi.	
	*maymun CocuGa kitapI verdirildi.	
	'The child was made to give the book to the monkey.'	

1. Give an account of argument structure for causative/passive verbs in Turkish.

2. Make sure your story accounts for the ungrammaticality of the starred forms.

Section 2: Japanese

Part A

Japanese is a Japonic language spoken by over 130 million people in Japan and across the Japanese diaspora. The following problem will be written in Romaji, the official romanized script of the Japanese language.

CONSONANTS

	Labial	Alveolar	Palatal	Velar	Glottal
STOPS					
voiceless	p	t		k	
voiced	b	d		g	
FRICATIVES					
voiceless		s			h
voiced		z			
AFFRICATES					
voiceless		ch			
voiced		j			
NASALS	m	n			
FLAP		r*			
GLIDES	w		y		

There is also a moraic nasal which appears before other stops. It assimilates to become homorganic with that stop and nasalizes the preceding vowel. It only ever occurs in coda position and is the only coda other than a geminate consonant allowed in the language. It is always represented in Romaji as an 'n'.

VOWELS

	front	mid	back
high	i		u
mid	e		o
low		a	

Japanese Verbs

Japanese verbs are typically split into two conjugation types: -u verbs and -ru verbs, they end in -u and -ru respectively. In casual speech, the present tense affirmative of the verb is the same as its dictionary form, i.e. what you would find if you looked up those verbs in the dictionary. To form the past tense affirmative, -ru verbs remove the -ru and replace it with -ta. -U

verbs group together depending on the last consonant in the stem before the -u. They either end in -ta or -da and some stem internal changes occur as shown below:

-ru verbs

gloss	present	past
'eat'	taberu	tabeta
'see'	miru	mita
'open'	akeru	aketa

-u verbs

gloss	present	past
'drink'	nomu	nonda
'die'	shinu	shinda
'play/pass free time'	asobu	asonda
'ride'	noru	notta
'give'	okuru	okutta
'buy'	kau	katta
'wait'	matsu	matta
'meet'	au	atta
'hurry'	isogu	isoida
'swim'	osogu	osoida
'write'	kaku	kaita
'listen/ask'	kiku	kiita
'speak'	hanasu	hanashita
'return'	kaesu	kaeshita

And there are some irregulars as well:

'go'	iku	itta
'do'	suru	shita
'come'	kuru	kita

1. What are the rules for the various -u verb groups for forming the past tense?

Part A: Some Japanese sentences

(just as in Turkish, nouns without determiners in Japanese can be loosely translated as either definite or indefinite)

- (40) watashi-wa koohii-o nonda.
'I drank coffee.'
*watashi-wa koohii-ni nonda.
- (41) inu-wa shinda.
'The dog died.'
- (42) sensei-wa isogu.
'The professor hurries.'
- (43) oneesan-wa nihongo-o hanasuru.
'My older sister speaks Japanese.'
- (44) watashi-wa nihong-o hanasuru.
'I speak Japanese.'
- (45) oneesan-wa watashi-o mita.
'My older sister saw me.'

- (46) watashi-wa oneesan-o miru.
 *watashi-wa oneesan-ni miru.
 'I see my older sister.'
- (47) oneesan-wa sensei-ni purezento-o okuta.
 'My older sister wave a present to the professor.'
- (48) sensei-wa inu-ni koohii-o okuru.
 'The professor gives the coffee to the dog.'
- (49) sensei-wa gakusee-ni au.
 *sensei-wa gakusee-o au.
 'The professor meets the student.'
- (50) gakusee-wa haha-ni atta.
 'The student met my mother.'
- (51) gakusee-wa toshokan-ni iku.
 'The student goes to the library.'
- (52) sensei-wa basu-ni noru.
 *sensei-wa basu-o noru.
 'The professor rides the bus.'
- (53) watashi-wa densha-ni notta.
 'I rode the train.'
- (54) oneesan-wa sushi-o tabeta.
 'My older sister ate sushi.'
- (55) watashi-wa toshokan-ni hon-o kaeshita.
 'I returned the book to the library.'
- (56) haha-wa watashi-ni tegami-o kaita.
 *haha-wa watashi-o tegami-ni kaita.
 'My mother wrote a letter to me.'
- (57) oneesan-wa sakubun-o kaku.
 'My older sister writes an essay.'
- (58) watashi-wa toshokan-ni kita
 'I came to the library.'

1. What can you say about Japanese sentence structure?
2. What case markers are there?
3. Provide subcategorization frames for each of the verbs, specifying the case of any of the verb's arguments.

Part B: Causatives

tabesaseru	'make eat'
tabesasete	'made to eat'
awaseru	'make meet'
awaseta	'made to meet'
nomaseru	'make drink'
misaseru	'make see'
kawaseru	'make buy'
isogaseru	'make hurry'
ikaseru	'make go'
shinaseru	'make die'
okuraseru	'make give'
hanasaseru	'make speak'

irregulars:

saseru	'(to) make do'
kosaseru	'(to) make come'

1. Write a rule for the formation of the causative in Japanese.

Notes:

-just as above, the -ru verbs and -u verbs conjugate differently
 -since the causative ends in -ru, it will form the past tense in the same way -ru verbs did above
 -any pattern you notice here with one verb can be generalized to all other verbs in its group as shown above

Some causative sentences:

- (59) haha-wa watashi-o isogaseta.
 'My mother made me hurry.'
- (60) oneesan-wa watashi-ni yasai-o tabesaseru.
 'My older sister makes me eat vegetables.'
- (61) sensei-wa watashi-o gakusee-ni awaseta.
 'The professor made me meet the student.'
- (62) ninja-wa samurai-o shinaseta.
 'The ninja made the samurai die.'
- (63) samurai-wa ninja-ni inu-ni purezento-o okuraseru.
 'A samurai made the ninja give the dog a gift.'
- (64) ninja-wa watashi-o toshokan-ni ikaseru.
 'A ninja makes me go to the library.'
- (65) haha-wa oneesan-o basu-ni noraseta.
 'My mother made my older sister ride the bus.'
- (66) samurai-wa ninja-ni inu-o misaseta.
 'The samurai made the ninja look at a dog.'
- (67) inu-wa watashi-ni tomodachi-ni tegami-o kakaseru.
 'A dog makes me write a letter to a friend.'

2. Give an account of the causative in Japanese. Be sure to explain the marking of the nouns.

Part C: Passives

taberareru	'be eaten'
taberareta	'was eaten'
awareru	'be met'
awareta	'was met'
nomareru	'be drunk'
mirareru	'be seen'
kawareru	'be bought'
kawareta	'was bought'
isogareru	'be hurried'
okurareru	'be given'
hanasareru	'be spoken'

irregulars:

saseru	'be made'
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1. Tell how the passive is formed in Japanese. (as above, however these forms are created can be generalized to the rest of their group. Also, the passive is also conjugated to the past the same way -ru verbs are.

Some passive sentences:

Note: generally in Japanese, the passive formation is used for bad things that have happened. Thus some of the following sentences might only be marginally acceptable due to the pragmatics of the passive. Regardless, the pure grammar of the sentences is accurate.

- (68) keki-wa taberareta.

- 'The cake was eaten.'
- (69) biiru-wa nomareta.
'The beer was drunk.'
- (70) tomodachi-wa tegami-o kakareta.
'A friend was written a letter.'
- (71) tegami-wa tomodachi-ni kakareta.
'A letter was written to my friend.'
- (72) watashi-wa isogareta.
'I was hurried.'
- (73) nihongo-wa hanasareta.
'Japanese was spoken.'
- (74) basu-wa norarareta.
'The bus was ridden.'
- (75) sensei-wa gakusee-ni awareta.
'The professor was met by the student.'
- (76) hon-wa toshokan-ni kaesareta.
'The book was returned to the library.'
- (77) *toshokan-wa hon-o kaesareta.
2. Give an account of passives in Japanese. Make sure it also accounts for the ungrammaticality of the starred form.

Part D: Putting it all together

- (78) gakusee-wa sensei-ni toshokan-ni ikasaserareta.
'The student was made to go to the library by the professor.'
- (79) watashi-wa tomodachi-ni tegami-o kakaserareta.
'I was made to write a letter to a friend.'
- (80) oneesan-wa haha-ni yasai-o tabesaserareta.
'My older sister was made to eat vegetables by my mother.'
- (81) ninja-wa samurai-ni isogaserareta.
'The ninja was made to hurry by the samurai.'
- (82) samurai-wa inu-ni shinaserareta.
'The samurai was made to die by the dog.'
- (83) oneesan-wa ninja-ni awaserareta.
'My older sister was made to meet a ninja.'
- (84) inu-wa biiru-o nomaserareta.
'The dog was made to drink beer.'
- (85) inu-wa samurai-ni biiru-o nomaserareta.
'The dog was made to drink beer by the samurai.'
- (86) *tegami-wa watashi-ni tomodachi-ni kakaserareta.
'The letter was made to be written to a friend by me' (me=writer)
- (87) *tomodachi-wa watashi-ni tegami-o kakaserareta.
'My friend was made to be written a letter by me.' (me=writer)
- (88) *yasai-o haha-ni oneesan-ni tabesaserareta.
'The vegetables were made to be eaten by my sister by my mom. (sister=eater, mom=causer)

1. Say what you can about how the passive and causative interact in Japanese. Account for any ungrammatical forms.
2. In what ways is Japanese similar to Turkish, in what ways is it different.

Instructor's Notes

This assignment assumes students have completed both Turkish assignments that we did in class this quarter. They should be familiar with Turkish vowel harmony, case endings in Turkish (including nominative, accusative, dative, genitive, possessive and personal possessive markers), and certain verb endings (past and future and their respective agreement endings). They should have access to the glosses in Assignments 3 and 4.

In Section 1, Part A, the students should be able to discern the fact that the verbs 'come' and 'die' do not have direct objects, the verbs 'eat', 'read', 'cut' and 'seek' have direct objects in the accusative case, the verbs 'begin' and 'worship' take their direct objects in the dative case. All the subjects are always in nominative case. This all should be discoverable by the appropriate grammatical and ungrammatical examples.

They should be able to tell that Turkish is SOV (at least in canonical word order). The internal structure of nouns and verbs should be review.

In Section 1, Part B, the placement and shape of the causative and its allomorphs should again be review. Through the example sentences, students should be able to see the following facts:

a) When a causative is formed with intransitive verbs, the causer is the subject of the sentence, in nominative case and the causee is in the accusative, in the direct object position.

b) When a causative is formed with simple transitive verbs which have a direct object in the accusative, the causer is in nominative case in subject position and the causee is in the dative case in the indirect object position and the original direct object remains in the accusative and in the direct object position. Though I know that Turkish has relatively free word order, I have kept this particular word order constant through all my example sentences for simplicity's sake.

c) When a causative is formed with a simple transitive verb which has its direct object in the dative, the causer is again in nominative case in subject position, the original direct object remains in dative case and in direct object position (i.e. closest to the verb to the right) and the causee is in the accusative case in the indirect object position (further away from the verb than the direct object). Again, I know Turkish word order is pretty free but I've maintained this word order for simplicity's sake.

d) Ditransitive verbs cannot form the causative. If the student can determine that this is because there be more than one argument in a particular case and thus the derivation fails, that would be dandy. However, just mentioning that ditransitives cannot form the causative would be good enough.

In Section 1, Part C, the passive, its allomorphs and placement within the verb form should be review. They should be then be able to tell that in grammatical passive sentences, the argument that was in the accusative in the active voice now becomes the subject of the sentence and is in nominative case. Furthermore, a sentence which did not have an argument in the accusative case in the active voice cannot form the passive. This means both intransitive verbs and verbs which in the active, take a direct object in the dative case.

I know that these verbs can form the impersonal passive but I've designed the

data to lead away from that. For intransitives, my ungrammatical passive forms are inflected with person other than 3rd person so that they can definitely not be interpreted as the impersonal passive. For transitive verbs that take a DO in the dative in the active voice, my ungrammatical passive forms show failed attempts at creating a non-impersonal passive (i.e. they try and put the original DO in subject position in nominative case). Although I know that it is technically possible to form passives with those verbs, I want to keep the data set simple.

Section 1, Part D, shows how the passive and the causative interact. Namely, if the causative moves something into the accusative (i.e. the causative of intransitive verbs and verbs which in the normal active voice versions take their DO in the dative case), it is that argument in the accusative which gets passivized into the subject position. For transitive verbs which take their DO in the accusative case, it is still the original accusative DO which gets passivized. Since ditransitives cannot form the causative they also cannot form the causative with the passive.

****Overall throughout this assignment, it is not necessary nor expected that any analysis of the syntax be given. Simply observing these facts should be enough. If students know about little v and have something to say about it, great.**

IN Section 2, Part A, students should be able to write the following rules for the formation of the casual past tense for -u verbs in Japanese:

- a) verbs ending in -mu, -nu and -bu, drop the -u and add -nda
- b) verbs ending in -ru, -u and -tsu, drop the -u and add -tta
- c) verbs ending in -gu, drop the -u and add -ida
- d) verbs ending in -ku, drop the -u and add -ita
- e) verbs ending in -su, drop the -u and add -hita

These rules don't really need to be ordered. Technically, rules a) and b) are tied for most specific and c), d) and e) are tied for most general but I would say that there certainly isn't an elsewhere rule and thus, just listing them out is sufficient.

The sentences in this section should show that Japanese is SOV, that subjects take the -wa particle, direct objects take the -o particle and indirect objects take the -ni particle. There should also be enough information here so that students note that *au* 'meet', *noru* 'ride', *iku* 'go' and *kuru* 'come' take their only object with the -ni particle.

In Section 2, Part B, students should be able to write the following rules for the causative:

- a) for -ru verbs, drop the -ru and add -saseru
- b) for -u verbs,
 - for *au* and *kau*, drop the -u and add -waseru
 - elsewhere, drop the -u and add -aseru

They should also be able to tell that in terms of arguments, case marking etc. Japanese is remarkably like Turkish. Just as in Turkish:

- a) intransitive causatives: causer in subject position marked with nominative (-wa), causee in direct object position marked with accusative (-o)
- b) simple transitive with accusative DO: causer is nominative subject, causee

is indirect object, marked with dative

c) simple transitives with dative marked DO: causer is nominative subject, causee is accusative marked indirect object.

d) where Japanese and Turkish differ is that ditransitive verbs can form the causative in Japanese. The causer is once again the nominative subject but the causee is now another dative marked object in addition to the original dative marked indirect object. Japanese has no issue with two oblique arguments with the same case marking.

In section 2, Part C, students should be able to give the passive forms of Japanese verbs. They group together the same way the causatives do:

	causative	passive
-ru verbs	-saseru	-rareru
-u verbs		
au & kau	-waseru	-wareru
elsewhere	-aseru	-areru

In Japanese, any internal argument can be the subject of a passive sentence. Both -o and -ni marked direct objects of active, simple transitive verbs can be the subject of passive sentences. Sometimes a -ni marked indirect object can also be the subject of a passive sentence. Whether an indirect object can be passivized or not seems to be related to semantics. As far as I've been able to tell, ditransitive verbs which can passivize the indirect object in Japanese correspond to ditransitive verbs in English that can do the double object construction and can passivize either direct or indirect object.

Ex: Active: I wrote a letter to Mary.
 I wrote Mary a letter.
 Passive: Mary was written a letter.
 A letter was written to Mary.
 Active: *watashi-wa mearisan-ni tegami-o kaita.*
 Passive: *mearisan-wa tegami-o kakareta.*
 Tegami-wa mearisan-ni kakareta.

 Active: I returned a book to the library.
 *I returned the library a book.
 Passive: A book was returned to the library.
 *The library was returned a book.

 Active: *Watashi-wa toshokan-ni hon-o kaeshita.*
 Passive: *Hon-wa toshokan-ni kaesareta.*
 **Toshokan-wa hon-o kaesareta.*

I don't know enough Japanese to determine this for sure but overall the point is that Japanese can passivize things more productively than Turkish can.

In section 2, Part C, students should see:

- a) just like in Turkish, the causative surfaces inside the passive
- b) when the causative and passive occur together, it needs to be the causee that gets passivized