On a Language With Adverbials

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Overview

- Part 1: Engineered Languages
- Part 2: Natlang Motivation
- Part 3: A Conlang with Adverbials
Part 1: Engineered Languages
Engineered Languages: ‘Engelangs’

- Explore possibilities of language: grammar, phonology, etc.
- Thought experiments,
- Often extreme:
  - highly regular vs. highly irregular
  - highly reduced vs. highly loaded with everything
- May be very abstract,
  e.g. formally grounded on linguistic models,
  e.g. on predicate logic and derivatives.
Possible Purposes

- Personal *fun* playing with grammar,
  ⇒ there is no ‘*wrong*’
- *Explore* linguistic corner cases
- Test what human *brains* are able to do
- Provide an international auxiliary language (*IAL*):
  Usual goal: the ‘easiest’ language,
  ⇒ easily cause argument about what may be ‘*wrong*’.
Possible Purposes

- Personal fun playing with grammar,
  ⇒ there is no ‘wrong’
- Explore linguistic corner cases
- Test what human brains are able to do
- Provide an international auxiliary language (IAL):
  Usual goal: the ‘easiest’ language,
  ⇒ easily cause argument about what may be ‘wrong’.

This talk focuses on an abstract, personal thought experiment.
Design Goals:

- Find and manifest all possible categories in language,
- Short words, high semantic density, complex phonology,
- High degree of precision, low degree of ambiguity,
- Test what a human speech centre may be able to do.

On the contrary, I think it may turn out that this rugged mountain range trails off at some point.
Design Goals:

- Find and manifest all possible categories in language,
- Short words, high semantic density, complex phonology,
- High degree of precision, low degree of ambiguity,
- Test what a human speech centre may be able to do.

*Oumpeá äx’ääluktëx.*

‘On the contrary, I think it may turn out that this rugged mountain range trails off at some point.’
Design Goals:

- Idea: aliens might use a more computer-like grammar,
- Fully stack-based grammar like Forth computer language,
- A natural language different from human languages.
Engelang Example: Fith (Jeffrey Henning)

**Design Goals:**

- **Idea:** aliens might use a more computer-like grammar,

- **Fully stack-based grammar like Forth computer language,**

- **A natural language different from human languages.**

\[
\begin{align*}
\text{hen} & \quad \text{push} \quad \rightarrow \quad \text{hen} \\
\text{fat} & \quad \text{modify} \quad \rightarrow \quad \text{fat hen} \\
\text{the} & \quad \text{modify} \quad \rightarrow \quad \text{the fat hen} \\
\text{box} & \quad \text{push} \quad \rightarrow \quad \text{box} \\
\text{the} & \quad \text{modify} \quad \rightarrow \quad \text{the fat hen} \\
\text{on} & \quad \text{modify} \quad \rightarrow \quad \text{on the box} \\
\text{is.} & \quad \text{reduce} \quad \rightarrow \quad \text{the fat hen is on the box}
\end{align*}
\]
Part 2: Natlang Motivation

1. Adverbials
2. Serival Verb Construction
3. Types of Words
Part 2.1: Adverbials
What Is an Adverbial?

Adverbials modify sentences:

Take a sentence: ‘I eat.’
Add an adverbial: ‘again’
Get another sentence: ‘I eat \textit{again}.’
What Is an Adverbial?

Adverbials modify sentences:

**Take** a sentence: ‘I eat.’

**Add** an adverbial: ‘again’

**Get** another sentence: ‘I eat again.’

You can do this more than once:

**Add** another adverbial: ‘today’

**Get** yet another sentence: ‘I eat again today.’
What is the problem with my eating habit?
English Adverbial Examples

What is the problem with my eating habit?

lexical adverb ‘I eat *often*.’
What is the problem with my eating habit?

- **lexical adverb**
  - ‘I eat *often*.’

- **derived adverb**
  - ‘I eat *quickly*.’
English Adverbial Examples

What is the problem with my eating habit?

- **lexical adverb**  ‘I eat *often*.’
- **derived adverb**  ‘I eat *quickly*.’
- **prepositional clause**  ‘I eat *with joy*.’
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- **participle phrase**
  - ‘I eat *using a spoon*.’

**Conlang Goal:**
- Make these the same: have a slim grammar, have only one type of adverbial instead of many.
- ‘Verb + Something’ seems to be versatile: go for something like participle phrases.

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English Adverbial Examples

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- **adverbial clause** ‘I eat *while I talk.*’

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- **adverbial clause** ‘I eat *while I talk*.’

Conlang Goal:

- Make these the same ⇒ have a *slim* grammar,
- Have only *one type of adverbial* instead of many
- ‘Verb + Something’ seems to be versatile
  ⇒ Go for something like *participle phrases*
English Participle Phrases

Again: What is the problem with my eating habit?

Problems: ‘using’ and ‘having’ are generic verbs ⇒ examples feel bloated ⇒ many variations: ‘I eat enjoying the food.’

Complex clauses: ‘I eat while the waiter pours me wine.’ ⇒ We might need more structure... (Later...)
Again: What is the problem with my eating habit?

‘I eat often.’ → ‘I eat repeating the meal.’

Problems:

- ‘using’ and ‘having’ are generic verbs.
- Examples feel bloated.
- Many variations: ‘I eat enjoying the food.’

Complex clauses: ‘I eat while the waiter pours me wine.’

⇒ We might need more structure... (Later...)
Again: What is the problem with my eating habit?

‘I eat *often.*’ → ‘I eat *repeating the meal.*’
‘I eat *quickly.*’ → ‘I eat *using great speed.*’

Problems:

‘*using*’ and ‘*having*’ are generic verbs

Examples feel bloated

Many variations: ‘I eat *enjoying the food.*’

Complex clauses: ‘I eat *while the waiter pours me wine.*’

We might need more structure... (Later...)

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On a Language With Adverbials
Again: What is the problem with my eating habit?

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Again: What is the problem with my eating habit?

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‘I eat with joy.’ →  ‘I eat having joy.’
‘I eat using a spoon.’ →  ‘I eat using a spoon.’
English Participle Phrases

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‘I eat often.’ → ‘I eat repeating the meal.’
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‘I eat using a spoon.’ → ‘I eat using a spoon.’
‘I eat while I talk.’ → ‘I eat telling stories.’
Again: What is the problem with my eating habit?

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‘I eat *using a spoon.*’ → ‘I eat *using a spoon.*’
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Problems:

- ‘*using*’ and ‘*having*’ are generic verbs
  - examples feel bloated
  - many variations: ‘I eat *enjoying the food.*’
Again: What is the problem with my eating habit?

'I eat *often*.' → 'I eat *repeating the meal*.'
'I eat *quickly*.' → 'I eat *using great speed*.'
'I eat *with joy*.' → 'I eat *having joy*.'
'I eat *using a spoon.*' → 'I eat *using a spoon.*'
'I eat *while I talk.*' → 'I eat *telling stories.*'

Problems:

- *'using' and 'having' are generic verbs*
  - ⇒ examples feel bloated
  - ⇒ many variations: ‘I eat *enjoying the food.*’
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English Participle Phrases

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  ⇒ examples feel bloated
  ⇒ many variations: ‘I eat enjoying the food.’
- Complex clauses: ‘I eat while the waiter pours me wine.’
  ⇒ We might need more structure... (Later...)

Different natlangs use different structures:

- **English**: auxiliary verb: ‘He *likes* to sing.’
- **German**: lexical adverb: ‘Er singt *gerne.*’
German vs. English

Different natlangs use different structures:

- English: auxiliary verb: ‘He *likes to* sing.’
- German: lexical adverb: ‘Er singt *gerne.*’

**Conlang Goal:**

- These are all the same!
- Have a broad notion of *adverbials.*
German vs. English

Different natlangs use different structures:

- English: auxiliary verb: ‘He *likes to* sing.’
- German: lexical adverb: ‘Er singt *gerne.*’

**Conlang Goal:**

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**Transformation:**

‘He *likes to* sing.’ → ‘He sings *having joy.*’
Similar things use totally different structures:

- ‘I sing *reluctantly*.’
- ‘I sing *with reluctance*.’
- ‘I *am reluctant to* sing.’
Similar things use totally different structures:

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Similar things use totally different structures:

- ‘I sing *reluctantly*.’
- ‘I sing *with reluctance*.’
- ‘I *am reluctant to* sing.’

Conlang Goal:

- Again: These are all the same!
- Have a broad notion of *adverbials*.

Transformation:

\[ \text{all of the above} \rightarrow \text{‘I sing \textit{lacking joy}.’} \]
Example sentence from Mandarin Chinese:

他看書。
Tā kàn shū.
He see book
‘He reads a book.’
Example sentence from Mandarin Chinese:

他 看 書。
Tā kàn shū.
He see book
‘He reads a book.’

Mandarin adverbs precede the verb:

他 常常 看 書。
Tā chángcháng kàn shū.
He often see book
‘He often reads a book.’
Mandarin: Auxiliaries

Example sentence from Mandarin Chinese:

他 看 書。
Tā kàn shū.
He see book
‘He reads a book.’

Mandarin auxiliaries also precede the verb:

他 喜歡 看 書。
Tā xǐhuān kàn shū.
He like see book
‘He likes to read a book.’
Adverbs and auxiliaries are hardly distinguishable in Mandarin.

他常常看书。  
Tā Chángcháng kàn shū.

他喜歡看书。  
Tā xǐhuān kàn shū.

Adverbs and auxiliaries are hardly distinguishable in Mandarin.

Good, so it’s doable in our conlang!
Part 2.2: Serial Verb Construction
Serial Verb Construction (SVC)

SVC is a sequence of verb phrases.

- often unpredictable effects on meaning
- yet strangely obvious to understand
- often sequence of events
- often adds description to actions
- often minimal dedicated syntax, if any

English: ‘Please go get some coffee.’

Mandarin: T¯ a h´ ui l´ ai k` an p´ engyˇ ou.

He came back to visit friends.

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Serial Verb Construction (SVC)

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Serial Verb Construction (SVC)

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- English: ‘Please go get some coffee.’
- Mandarin: 他 回 來 看 朋友。Tā huí lái kàn péngyǒu. 
  he return come see friend
  He came back to visit friends.
Mandarin allows verbs plus objects in serial verb constructions:

他用筷子。
Tā yòng kuàizi
he use chopstick
He uses chopsticks.

他吃晚饭。
Tā chī fàn.
he eat cooked_rice
He eats.
Mandarin allows verbs plus objects in serial verb constructions:

He uses chopsticks.

He eats.

He eats with chopsticks.
At home, he often eats with chopsticks.
At home, he often eats with chopsticks.

Conlang Goal:

- Use serial verb construction as the only sentence structure
At home, he often eats with chopsticks.

Conlang Goal:

- Use serial verb construction as the only sentence structure
  \(\Rightarrow\) get rid of that subject!
Part 2.3: Types of Words
What kinds of words are there in the lexicon?

**English:**

- nouns (ham, eggs, beer, . . .)
- verbs (to eat, to drink, to sing, . . .)
- adjectives (hungry, thirsty, fast, . . .)
- pronouns (he, she, they, we, . . .)
- determiners (a, the, that, . . .)
- . . .
Open Lexical Classes

Which class has more words than you can possibly count?

**English:**
- nouns (ham, eggs, beer, . . . )
- verbs (to eat, to drink, to sing, . . . )
- adjectives (hungry, thirsty, fast, . . . )

**Mandarin:**
- nouns (rice, eggs, beer, . . . )
- verbs (to eat, to sing, hungry, fast, . . . )

No adjectives? Maybe not. (Compare Japanese, Korean, . . . )
It is difficult to determine word classes in Mandarin:

他用筷子。

\( \text{Tā yòng kuàizi.} \)  
He uses chopsticks.

他有筷子。

\( \text{Tā yǒu kuàizi.} \)  
He has chopsticks.
Mandarin: Word Classes

It is difficult to determine word classes in Mandarin:

他 用 筷子。
Tā yòng kuàizi.
he use chopstick
He uses chopsticks.

他 有 筷子。
Tā yǒu kuàizi.
he have chopstick
He has chopsticks.

筷子 很 有 用。
Kuàizi hěn yǒu yòng.
chopstick very have use
Chopsticks are very useful.
Is it clearer in English?

Time flies like an arrow.
Is it clearer in English?

Time flies like an arrow.
Fruit flies like a banana.
Is it clearer in English?

Time flies like an arrow.
Fruit flies like a banana.

In isolation, it is unclear whether ‘flies’ is noun or verb. Similar with ‘like’. It becomes clear only in context.
Is it clearer in English?

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In isolation, it is unclear whether ‘flies’ is noun or verb. Similar with ’like’. It becomes clear only in context.

**Conlang Goal:**

Have only one open lexical class: *substantives*. 
Part 3: A Conlang with Adverbials
Summary:

- Express every bit of information by an adverbial,
Design Goals

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- Combine the bits into a sentence by serial verb construction,
  (Remember: we still need to get rid of the subject!)
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Summary:

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- Derivation with suffixes (like English: likelihood),

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Summary:

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- Have only one open lexical class.
- Derivation with suffixes (like English: likelihood),
- Phonology: simple, standard off-the-shelf 😊, good for making a presentation when you’re actually too late, (There was only a theory before Groningen...)

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The structure of basic words:

<table>
<thead>
<tr>
<th>first syl.</th>
<th>other syl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>mb, nd, ng</td>
<td>a</td>
</tr>
<tr>
<td>pl, kl</td>
<td>pr, tr, kr</td>
</tr>
<tr>
<td>a</td>
<td>i</td>
</tr>
<tr>
<td>lp, lt, lk</td>
<td>rp, rt, rk</td>
</tr>
<tr>
<td>i</td>
<td>u</td>
</tr>
<tr>
<td>ln, rn</td>
<td>rs, ts</td>
</tr>
</tbody>
</table>

pa, pe, pi, po, pu, ta, te, ti, to, tu, ...
pamba, pambi, pambu, pemba, pembi, pembu, ...
panda, pandi, pandu, ... panga, pangi, pangu, ...
tengu, taplu, tandakru, kopru, kutsindi, papru, tarti, tartartartarta, parsa, parsatsi, kolkumbi, ...
fi
parsa = asparagus
For a limited set of modifiers:

<table>
<thead>
<tr>
<th>first syl.</th>
<th>other syl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>mb,nd,ng</td>
</tr>
<tr>
<td>m</td>
<td>pl,kl</td>
</tr>
<tr>
<td>v</td>
<td>pr,tr,kr</td>
</tr>
<tr>
<td>l</td>
<td>lp,lt,lk</td>
</tr>
<tr>
<td>r</td>
<td>ln,rn</td>
</tr>
</tbody>
</table>

- na, -ne, -ni, -no, -nu, ...
- namba, -nambi, -nambu, -mamba, -memba, -membi, -membu, ...
- nanda, -nandi, -nandu, ... -nanga, -nangi, -nangu, ...
tengu, -raplu, -randakru, -lopru, kutsindi, -napru, -rarti, -rartartartarta,
narsa, -narsatsi, -lolkumbi, ...
By construction, words can be easily segregated:

\[
\begin{align*}
\text{tinda} & \Rightarrow \text{tinda} \\
\text{tina} & \Rightarrow \text{ti=na} \\
\text{parsanandu} & \Rightarrow \text{parsa=nandu} \\
\text{tinarsamumbu} & \Rightarrow \text{ti=narsa=mumbu}
\end{align*}
\]

Even if no spaces are written between words:

\[
\begin{align*}
\text{tindaparsanandatinar} & \Rightarrow \text{tinda parsa=nanda ti=narsa=mumbu ti=na}
\end{align*}
\]

Thus we have a **self-segregating morphology**.
### Substantives

<table>
<thead>
<tr>
<th></th>
<th>verbial</th>
<th>nominal</th>
</tr>
</thead>
<tbody>
<tr>
<td>pitsa</td>
<td>being a pizza</td>
<td>pizza</td>
</tr>
<tr>
<td>purkingu</td>
<td>being boeuf bourguignon</td>
<td>boeuf bourguignon</td>
</tr>
<tr>
<td>kekla</td>
<td>being wine</td>
<td>wine</td>
</tr>
<tr>
<td>Pitru</td>
<td>being Peter</td>
<td>Peter</td>
</tr>
<tr>
<td>Parsi</td>
<td>being Mary</td>
<td>Mary</td>
</tr>
<tr>
<td>to</td>
<td>I/we</td>
<td></td>
</tr>
<tr>
<td>ki</td>
<td>you/y’all</td>
<td></td>
</tr>
<tr>
<td>fa</td>
<td>he/she/it</td>
<td></td>
</tr>
<tr>
<td>kengi</td>
<td>drinking/eating</td>
<td>(process of) drinking/eating</td>
</tr>
<tr>
<td>polti</td>
<td>ingested</td>
<td>(process of being) ingested</td>
</tr>
<tr>
<td>kolpatri</td>
<td>moving</td>
<td>movement</td>
</tr>
<tr>
<td>kalnu</td>
<td>quick</td>
<td>high speed</td>
</tr>
</tbody>
</table>
adverbial = verbial + nominal
adverbial = verbial + nominal

From verbal to nominal, the substantive undergoes initial mutation:
\[ p \rightarrow f \]
\[ t \rightarrow s \]
\[ k \rightarrow h \]
adverbial = verbial + nominal

From verbal to nominal, the substantive undergoes initial mutation:

p → f

<table>
<thead>
<tr>
<th>verbial</th>
<th>nominal</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>polti</td>
<td>folti</td>
<td>ingested</td>
</tr>
<tr>
<td>to</td>
<td>so</td>
<td>I/we</td>
</tr>
<tr>
<td>kalnu</td>
<td>halnu</td>
<td>quick</td>
</tr>
<tr>
<td>Pitru</td>
<td>Fitru</td>
<td>Peter</td>
</tr>
<tr>
<td>Parsi</td>
<td>Farsi</td>
<td>Mary</td>
</tr>
</tbody>
</table>
Adverbials: Examples

polti + pitsa $\rightarrow$ poltifitsa
ingested + pizza $\rightarrow$ pizza being eaten

kengi + to $\rightarrow$ kengiso
ingesting + I $\rightarrow$ I eat

kalnu + kolpatri $\rightarrow$ kalnuholpatri
quick + movement $\rightarrow$ quickly
Serial Verb Construction

The first sentence:

Kalnuholpatri kengiso poltifitsa.

I eat pizza quickly.
The first sentence:

Kalnuholpatri kengiso poltifitsa.
kalnu -kolpatri kengi -to polti -pitsa
quick move ingesting I ingested pizza

'I eat pizza quickly.'
The first sentence:

Kalnuholpatri kengiso poltifitsa.
kalnu   -kolpatri  kengi   -to  polti   -pitsa
quick   move     ingesting I    ingested    pizza
‘I eat pizza quickly.’
Wait, where is the subject?

We had to get rid of the subject and now it is already gone!

What happened?
Wait, where is the subject?

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What happened?

We converted ‘A eats B’ into ‘eating A, eaten B’. I.e., from English point of view, there are active and passive substantives.
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We converted ‘A eats B’ into ‘eating A, eaten B’. I.e., from English point of view, there are active and passive substantives.

This will be done for all transitive verbs:

Peter gives the book to Mary
→ taken book, giving Peter, arriving at Mary
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⇒ This conlang has no transitive verbs.
You Are Talking of Verbs?

Why do we call this verbs/verbial? Why nouns/nominal? Because of lack of good words.
You Are Talking of Verbs?

Why do we call this verbs/verbial? Why nouns/nominal? Because of lack of good words.

Equivalent terms in the context of this language:

verbial  nominal  leave Germany
Why do we call this verbs/verbial? Why nouns/nominal? Because of lack of good words.

Equivalent terms in the context of this language:

- verbal
- participle
- nominal
- noun
- leave Germany
- leaving Germany
You Are Talking of Verbs?

Why do we call this verbs/verbial? Why nouns/nominal? Because of lack of good words.

Equivalent terms in the context of this language:

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<th>Sentence</th>
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- **verbial**
- **participle**
- **preposition**
- **case marker**
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- **transitive**
- **nominal**
- **noun**
- **leaving Germany**
- **noun**
- **from Germany**
- **argument**
- **intransitive**
- **Saksasta**
- **Germany : source**

**Whatever!**
compound = substantive + substantive

The suffixed substantive undergoes initial mutation:

\[ p \rightarrow m \]
\[ t \rightarrow n \]
\[ k \rightarrow v \]

(cf. Finnish: pukua → puvun)

verbial nominal suffix

English

pitsa fitsa mitsa

pizza

kekla hekla vekla

wine
compound = substantive + substantive

The suffixed substantive undergoes initial mutation:

p → m

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compound = substantive + substantive

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<td>pitsa</td>
<td>fitsa</td>
<td>mitsa</td>
<td>pizza</td>
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<td>hekla</td>
<td>vekla</td>
<td>wine</td>
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Compounds, Derivation, Suffixes: Examples

kekla + kondu → keklavondu
wine + red → red wine

l- and r- start suffixes only:

tengu + la → tengula
water + generalized → liquid
I love evidence/mood particles!
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⇒ Many of my conlangs have evidence/mood particles
I love evidence/mood particles!

⇒ Many of my conlangs have evidence/mood particles

⇒ This conlang has evidence/mood particles.
Some More Structure

I love evidence/mood particles!

⇒ Many of my conlangs have evidence/mood particles

⇒ This conlang has evidence/mood particles.

⇒ Each sentence starts with a mandatory evidence/mood particle.
What Are Evidence/Mood Particles?

A class of words that clarifies the *purpose* or *viewpoint* of the utterance.

- Why did you say that?
- Where does the information come from?
What Are Evidence/Mood Particles?

A class of words that clarifies the purpose or viewpoint of the utterance.

- Why did you say that?
- Where does the information come from?

**Examples:**

- **pi** experience  this information is first hand experience
- **turnu** hearsay  I heard this information, someone told me
- **pumbi** interrogative  this is a question (cf. Japanese か ka)
- **torturpa** optative  this is a wish
- **peltu** declaration  I declare this
- **kilta** intuition  this describes my current feeling/mood
- **korki** instinct  this is what my gut tells me
  
...
The first sentence again:

Pi kalnuholpatri kengiso poltifitsa.
The first sentence again:

**Pi kalnuholpatri kengiso poltifitsa.**

\[ \text{pi } \quad \text{kalnu} \quad \text{-kolpatri} \quad \text{kengi} \quad \text{-to} \quad \text{polti} \quad \text{-pitsa} \]

*experience* quick move ingesting I ingested pizza

‘[My experience is that] I eat pizza quickly.’
More Evidence/Mood Examples

**Peltu kirsuso ...**

`peltu`  `kirsu`  `-to`  
*declare*  *asking/begging I*

‘I hereby ask, …’

‘..., please’
More Evidence/Mood Examples

**Peltu kirsuso ...**

peltu kirsu -to

*declare* asking/begging *I*

‘I hereby ask, …’

‘..., please’

**Pumbi kengihi?**

pumbi kengi -ki

*question* ingesting *you*

‘Would you like to eat or drink anything?’
More Evidence/Mood Examples

**Peltu kirsuso ...**

peltu kirsu -to  
*declare* asking/begging  I

‘I hereby ask, …’

‘..., please’

**Pumbi kengihi?**

pumbi kengi -ki  
*question* ingesting  you

‘Would you like to eat or drink anything?’

**Pumbi poltisengularulti?**

pumbi polti -tengu =la =rulti
*question* ingested water  *generalize* which?

   liquid

‘What would you like to drink?’
Simple subordination: more serial verbs

Peltu kirsuso korki poltifitsa.
peltu kirsu -to korki polti -pitsa

*declare* asking*I instinct *eaten pizza
‘I hereby ask, my gut tells me a pizza is eaten.’
‘I’ll have a pizza, please.’
Simple subordination: more serial verbs

Peltu kirsuso korki poltifitsa.
peltu kirsu -to korki polti -pitsa
declare asking I instinct eaten pizza
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‘I’ll have a pizza, please.’

Evidence/mood markers also marks the start of clauses
⇒ new clause can be started with another evidence/mood marker.
Lesson: At the Restaurant

Peter: Mary, do you like this restaurant?
Mary: Yes, let’s go in.  
They go in and sit down at a table.

Waiter: What would you like to drink?
Peter: Red wine and water, please.
Mary: So, I will have to drive?
Mary sighs
Only water for me please.
After a while...

Waiter: What would you like to eat?
Mary: Boeuf Bourgignon for me, please.
Peter: I think I will have a pizza.

...
Torturpa kalpangufarsi pumbi pultuhenginembi?

torturpa kalpangu -parsi pumbi pultu -kengi =tembi

optative listening Mary question liked ingesting place

‘Let Mary listen: is the ingestion place liked?’

‘Mary, do you like the restaurant?’
Torturpa kalpangufarsi pumbi pultuhenginемbi?

torturpa kalpangu -parsi pumbi pultu -kengi =tembi

optative listening Mary question liked ingesting place

‘Let Mary listen: is the ingestion place liked?’

‘Mary, do you like the restaurant?’

Kilta terkafu. Po tursohotsi!

kulta terka -pu po turso kotsi

intuition good do imperative going_to inside

‘Seems like a good action to me. Let us go to the inside.’

‘Ok, let’s go in.’
...  

Peltu kirsuso
peltu  kirsu  -to
declare  asking  I
‘I ask, . . . ’

korki poltiheklavondura sengu.
korki  polti  -kekla  =kondu  =ra  -tengu
instinct  ingested  wine  red  and  water
‘. . . my gut says, red wine and water are ingested.’
‘I’ll have red wine and water, please.’
Lesson: In the Restaurant

The rest of the dialog is homework.
What is missing?

Material for the next talk:

- Relative clauses,
- Complex adverbial clauses,
- Possession,
- ...
- ...
Thank you!

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