

Week 6 Discussion section
Mid-term prep handout
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Part A. In your group, use the table below to start laying out the different properties and how they relate to each participant in the intransitive, transitive, and ditransitive clauses in Part 1 (examples 1-36). I highly recommend that you just look at ONE column (i.e. one property) at a time, write down everything you can find about that, and then move on to the next one.

Argument	Word order	Flagging	Indexation	Control	Behavior
S					
A					
P					
T					
R					

Part B. The problem set write-up

- “Every claim needs an example, every example needs an explanation.”
- Be sure you are stating your answer to the question explicitly. If the question is, “What alignment pattern do the properties exhibit?” you can/should write, “Verbal indexation shows ergative/absolutive alignment.”

Student example from Problem Set 3 (thank you to the anonymous student!)

Flagging

There is one case marker in Panará. The ergative marker *hẽ* does not occur in intransitive clauses, but rather marks the A argument in transitive and ditransitive clauses. It directly follows the A argument, as in (13). The ergative marker can be used on free pronouns, proper nouns, and common nouns.

- (13) *mĩ* *hẽ* *yi=ti=a=pi*
‘alligator’ ERG TNS=3SG.ERG=2SG.ABS=‘take’
‘An alligator took you.’ [16]

There is no marking on P or S arguments outside the verb. Therefore, flagging on nouns is in an ergative-absolutive alignment.

Part C. The mid-term essay

Think of this as an *argumentative essay*; you are being asked to provide your analysis of a certain topic, and back it up with evidence from class. Remember that you do NOT have to agree with Spike – you just have to agree or disagree in a principled, well-supported way!

Suggestions for the structure of your essay:

- A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.
- Clear and logical transitions between the introduction, body, and conclusion.
- Body paragraphs that include evidential support.
- Evidential support [including from assigned readings, lectures and lecture notes problem set data, and in-class examples].
- A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.

From: https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html

Part D. Important vocabulary terms to be sure you understand

Alignment	Agent
Hierarchy	Controller
Antipassive	Target
Valence-decreasing	Ergative
Valence-increasing	Split-S
A	Semantic