Essive

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Appendix 1

Essive – typological questionnaire (January 2017)
Casper de Groot

Essives in the languages of the world are predicative makers like English ‘as (a child)’. The essive often patterns along with case markers or adpositions. This questionnaire is used for the volume Uralic Essive and the Expression of Impermanent State (Casper de Groot ed. 2017, Amsterdam: Benjamins)

1. **Introduction**
1.1. **The language (L)**
   General information about the language, which family, where spoken, how many speakers.

1.2. **Data**
   1.2.1. Specify the source of the data, e.g. based on (near)native intuition, elicitation, grammars, data sets, corporuses.
   1.2.2. Specify (if applicable) the text genres, e.g. spoken language, written texts (newspapers, journals, literature, etc.).

1.3. **Grammatical information**
   1.3.1. What is the case or adpositional system of L? Give the standard inventory.
   1.3.2. Is the Essive one of the cases or adpositions distinguished? If yes, give one or more examples. Specify the form of the Essive, and morphological and or phonological properties.
   1.3.3. What is the distribution of the Essive and parts of speech, i.e. with which parts of speech can the Essive be combined: Noun, Adjective, Verb, Adverb? Specify the parts of speech system of the language here. Languages may have may have four (V, N, A, Adv) but also less.
   1.3.4. Is there more than one Essive? If so, give examples and indicate the difference (here generally and below specifically, if necessary).
   1.3.5. Any grammatical information relevant to the discussion of the essive in L.

2. **Non-verbal predicates – Copula constructions (non-verbal main predications)**
   2.1. Is it possible to use the Essive to encode the predicative adjective in non-verbal main predications? [Mary (is) ill-ESS]
   2.2. Is it possible to use the Essive to encode the predicative nominal in non-verbal main predications? [Peter (is a) doctor-ESS]
   Consider both the predicative adjective and predicative nominal in the remainder of this questionnaire.
   2.3. Which class of adjectives can be used in non-verbal predications where the predicative adjective is encoded by the Essive (see 2.1.)? It may be that the class of adjectives is limited to stage-level predicates.
   2.4. Which class of nouns can be used in non-verbal predications where the predicative nominal is encoded by the Essive (see 2.2.). It may be that the class of nouns is limited to those which denote a non-permanent or temporary function or profession.
   2.5. Restrictions: animateness, person, aspect, tense.
      2.5.1. Is the use of the Essive in these constructions sensitive to animateness/inanimateness of the subject?
      2.5.2. Can the construction be used for all person distinctions?
      2.5.3. Is the use of the construction limited to certain aspectual or temporal distinctions (e.g. habitual / pluperfect ‘used to be’, past tense)?
2.5.4. Can the nominal marked by the Essive be definite (if the language has means to mark definiteness), [He (is) the director-ESS]

2.5.5. Is the use of the Essive sensitive to volition/non-volition? [be nice-ESS (deliberately)], [be nice-ESS (without control/will)].

2.6. Requirements on non-verbal predications

2.6.1. Does the predication allow zero copulas or require the overt expression of a copula?
Languages may have more than one copula, or elements which are referred to as semi copula, quasi copula, negative existential etc. Specify if relevant.

2.6.2. Does the predication require the overt expression of a location?

2.6.3. Is there number agreement between the Subject and the non-verbal predicate?

2.6.4. Do the non-verbal predicates take up verbal morphology, i.e. tense and/or person marking elements?

2.6.5. Are there other requirements?

2.7. Is there differential marking of the non-verbal predicate? E.g. [Mary (is) professor-NOM], [Mary (is) professor-ESS]. If so, what is the semantic status of the encoding options? E.g. permanent versus impermanent/temporary.

2.8. If language L does not use the Essive case or adposition, does it employ some other (case or adpositional) marker with predicative adjectives or predicative nominals?

2.9. If the answer to 2.8. is yes, consider points 2.1 up to 2.7. for L while using some other marker than the Essive.

2.10. Can the Essive be used with modal verbs?

2.11. If the verb ‘want’ can be used with the Essive, is it possible to use the Imperative in combination with an Essive? [Be the tour operator-ESS in Amsterdam], or [I want you to be the tour operator-ESS in Amsterdam].

2.12. Is there a class of verbs, are there verbs relevant to the use of the Essive?

3. **Secondary predicates – secondary predications**

3.1. Is the Essive used to encode optional secondary predicates [Kate is working teacher-ESS], [John ate the fish raw-ESS].

3.2. Does the language makes a difference in using the Essive with intransitive and transitive verbs (not ditransitives as in section 4).

3.3. Is the application of the Essive limited to nouns and/or adjectives?

3.4. Is the application of the Essive limited to elements which are coreferential with Subjects, Objects, other functions?

3.5. Is there simultaneity of events designated by the main predicate and the secondary predicate (depictive)?

3.6. Do the constituents marked by the Essive form a sub-class of or do they partially overlap the class of depictives? [The essive marker is often also found in circumstantial, temporal, and manner adverbial phrases. The negation test can be used to distinguish between depictive and circumstantial. Depictives are within the scope of negation, whereas circumstantials are not: Mary did not eat the fish raw. (raw is within the scope of negation); As prime minister he did not intervene. (prime minister is outside the scope of negation)]

3.7. Can they be set apart from converbal (adverbial participle) depictives which do not allow the Essive?

3.8. Can they be co-ordinated with converbal depictives? [Mark read the newspaper tired-ESS and stretch-CVB his legs]

3.9. If the Essive is not used to encode optional secondary predicates, what marker (if any) is then used?

3.10. Is the application of the Essive sensitive to animateness/inanimateness?

3.11. Can the nominal depictive marked by the Essive be definite?

3.12. Which marker is used in optional resultatives? [Harry painted the door green-MARKER]
4. **Predicative complements – ditransitive constructions**
4.1. Is the Essive used to encode obligatory predicative complements? [Tracy considers the boys clever-ESS (stative)], or [Charles appointed her chair person-ESS (dynamic/change)]
4.2. If the Essive cannot be used to mark predicative complements, which markers are employed then?
4.3. Is there number agreement between the object and the predicative complement?

5. **Adverbials**
5.1. Is the Essive used to encode adverbials?
5.2. Do forms with the Essive allow for a (manner) adverbial interpretation? [Ari left the room angry-ESS (angry/angrily)]
5.3. Do adverbial markers allow for the depictive interpretation.

6. **Temporal, location, direction**
6.1. Can the Essive be used in a temporal sense?
6.2. Is it possible to add a location? And if so, what will then be the temporal interpretation?
6.3. Is the use of Essive in a temporal way productive or lexicalized?
6.4. Can the Essive be used in a locational or directional sense?

7. **Comparative and simile expressions**
7.1. What is the standard expression of comparatives in L?
7.2. Is it possible to use the Essive in comparative expressions?
7.3. Is it possible to use the Essive in simile expressions?

8. **Essive versus translative**
Languages may have distinctive markers indicated by essive and translative, where the essive is used to mark (temporal) state [Moris is handsome-ESS], [Maggie is working doctor-ESS], [Harold eats mussels raw-ESS] and the translative to mark change [Fred (becomes) old-TRA] [Jenny is turning grey-TRA]. It seems that languages sometimes allow the two markers to be used in the opposite way. How consequent is the use of the essive and translative in L.
8.1. Essive as Essive. [Moris (is) handsome-ESS], [I consider him a fool-ESS]
8.2. The Translative as Translative. [Jenny is turning grey-TRA]
8.3. Translative as Essive. [Moris (is) handsome-TRA], [I consider him a fool-TRA]
8.4. Essive as Translative. [Jenny is turning grey-ESS]

9. **Word order and Focus**
9.1. Is there a special or preferred syntactic position for the elements marked by the Essive (depictive, manner, temporal, circumstantial adverbial phrases). The following representation may be helpful:

... [NEG { ...(Verb...manner ...) NP, NP... depictive ... }]...circumstantial , temporal ...

Manner is a modifier of the verb; depictive is specified on the level of the verb and its arguments; negation has scope over manner, verb, arguments, and depictive; circumstantial and temporal modifiers are on a higher level, i.e. outside the scope of negation, often found in the periphery of the clause.

9.2. It seems that depictives are very good candidates to function as the focus in an utterance. Focus may have a special position in the clause. Does depictive-ESS in L favours the position in the clause which can be associated with focus?
9.3. Is it possible to use the Essive in Focus constructions such as cleft constructions? [It was as a soldier that Peter was in York].
10. **Other remarks**

10.1. Finite versus non-finite forms of copula in combination with Essive. Do they both occur and if so, do they both take the essive? [finite copula + N/A-ESS (John is clever-ESS)], [non-finite copula + N/A-ESS (John being clever-ESS, said.....)].

10.2. Is there other interesting information about the essive and the use of this form in the given language?

10.3. Are there occurrences of the use of the Essive (or equivalent) marker which are exceptional and/or difficult to explain?

10.4. Are there gaps or irregularities in the data or in the analyses of the data you cannot account for, i.e. ‘puzzles’? Specify them here.

10.5. Is the use of the Essive limited to fixed or petrified expressions? If so, give examples.

10.6. What is the origin of the Essive (or equivalent) marker?

10.7. Are there any other remarks?

11. **Conclusions**