HUMAN COGNITIVE PROCESSING 42

# The Spatial Language of Time

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## Metaphor, metonymy, and frames of reference

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# The Spatial Language of Time

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**Volume 42**

The Spatial Language of Time. Metaphor, metonymy, and frames of reference
by Kevin Ezra Moore

*Wax,* *toŋ-toŋ* *la,*
talk/conversation feast NONSUBJ.FOC.3

*kenn* *ku* *ne* *am* *nga* *ca* *wàll.*
anyone who be.located have you in.it share

'Conversation is a feast,
everyone has the right to partake in it.'
Wolof proverb

(Cissé, Guèye, & Touré 1982: 18)

A minute can be long or short
An hour can be long or short
A lifetime can be long or short, but
Time is neither long nor short.

(For my uncle Ken Howard, and Helga)

Africa will never fade
Black skin on white bones
Mother of melody
Progenitor of rhythm
Cradle of humanity
Africa will never fade.

(For Alassane Paap Sow)

"In the first place we entirely shun the vague word 'space', of which, we must honestly acknowledge, we cannot form the slightest conception …."

(Albert Einstein 1961: 10)

"The dynamic conception of space, through time, makes possible the metaphorical conception of time itself, in terms of space."

(Ronald Langacker 2012: 191)

For Ibrahima Bâ

# List of diagrams

# List of tables

# Abbreviations and special symbols

| | |
|---|---|
| . | Dots separate elements in a gloss that correspond to a single morpheme in the language being glossed; e.g., *ko* '3.OBJ' ("third-person object"). |
| - | Hyphens separate elements in a gloss that correspond to morphemes that are also separated by hyphens; e.g., *ko-y* '3.OBJ-IMPF' ("third-person object imperfective"). |
| : | Colons separate elements in a gloss that correspond to separate morphemes that are not separated on the data line; e.g., *koy* '3.OBJ:IMPF'. |
| < > | Angled brackets enclose material that was not heard clearly in transcription. |
| ? | The question mark is used to gloss a morpheme (realized as *a*) whose function I do not know. |
| 1 | Numbers refer to grammatical persons; e.g., 1 = 'first person', except when they are combined with "CLASS" in which case they refer to noun classes. Persons are singular unless marked otherwise. |
| ABL | Ablative |
| AFF | Affirmation |
| AND | Andative (indexes motion away from the location of the speech act) |
| ANT | Anterior (codes sequence and perfectivity). The same suffix also appears in conditional clauses. |
| ART | Article |
| AUX | An imperfective auxiliary, realized as *di* or *-y* (cf. Munro & Gaye 1997; see Robert 1991 for a somewhat different opinion). *-y* is a left-leaning clitic. |
| BEN | Benefactive |
| CAUS | Causative |
| CLASS | Noun-class marker (or classifier) |
| COMP | Complementizer |
| CONTIN | Continuative |
| DAT | Dative |
| DEF | Definite |
| DEM | Demonstrative |
| DISCREF | Discourse referential demonstrative |
| DIST | Distal |
| DSTDEM | Distal demonstrative |
| EMPH | Emphasis. When EMPH is combined with a numeral (e.g. 2.EMPH), it glosses an emphatic (i.e. free) pronoun. |
| FOC | Focus |
| FUT | Future |
| GEN | Genitive (third person possessor) |
| GOA | Goal |
| HABIT | Habitual |

| | |
|---|---|
| HORT | Hortative |
| IDEO | Ideophone. The Wolof category referred to here is called *coverb.* Coverbs, reminiscent of Japanese mimetic adverbs, intensify stative verbs in a way similar to how words like *very* and *absolutely* intensify adjectives in English. |
| IMPF | Imperfective (realized as *di/-y/d-*; this could be the same morpheme as AUX). |
| IMPR | Imperative |
| LOC | Locative |
| LOCPREP | Locative preposition (*ci/si* for proximal and *ca/sa* for distal. Proximal is semantically unmarked.) |
| MID | Middle (Kemmer 1993); 'Middle passive' (*moyen passif,* Fal, Santos, & Doneux 1990); 'Reflexive neutro-passive' (*réfléchi neutro-passif,* Ka 1981). The form is *-u/-ku.* |
| NEG | Negative. The negative suffix *-ul* has the variant *-ut.* Both of these have the allomorph *-u.* |
| NOM | Nominative |
| NONSUBJ | Nonsubject |
| NPST | Nonpast |
| PRFCTVE | Perfective |
| PRTCL | Particle |
| PERF | Perfect |
| PL | Plural |
| PRON | Pronoun |
| PROX | Proximal |
| PROXDEM | Proximal demonstrative |
| PRSNTV | Presentative |
| PD | Possessed |
| Q | Question word |
| RCPR | Reciprocal |
| REDUP | Reduplication |
| REL | Relativizer |
| REM | Remote |
| SFOC | Sentence focus |
| SIML | Simultaneous |
| SUBJ | Subject. When no other conjugation is specified, the subject is in the "dependent [*dépendant*]" conjugation (cf. Fal, Santos, & Doneux 1990:25). Munro & Gaye (1997:ix–x) term this conjugation (or "clitic class") *minimal.* Robert (1991) terms this conjugation *narrative* (cf. Ka 1994). |
| TE | The morpheme *te* in Japanese, a verb linker. |
| TOP | Topic |
| VAL | Valence-altering suffix |
| VC | Verbal Complement (whose form is *a,* marks the fact that the verb that follows it is a complement of a verb that precedes it) |
| VEN | Ventive (indexes motion toward the location of the speech act) |

# Transcription conventions

Examples are transcribed according to the official Senegalese transcription system (cf. Fal, Santos, & Doneux 1990), with some minor exceptions. Phonetic values of the Senegalese symbols are given below where they are not equivalent to the IPA symbols:

The vowel é = [e]; e = [ɛ]; ë = a high central vowel ("schwa"); a = a low central vowel; à = a more open and longer low central vowel; ó = [o]; o = a mid back rounded vowel ("open *o*"); ñ = a palatal nasal; j = a voiced palatal stop; y = [j]. Capital and lower case symbols have the same value. Geminates are indicated by doubling the symbol in question except for *q*, which represents [q:]. In the case of long vowels, a single diacritic modifies both symbols. For example, óo represents [o:]. Word-final stops are devoiced.

A tilde "~" before a vowel indicates that the vowel is nasalized.

The letter *h* is not ordinarily used in the Senegalese transcription system, but there is an epenthetic *h* in Saloum speech that I have included in some examples (cf. Gamble 1957).

In the Senegalese system, the presentative is transcribed as two words, whereas I transcribe it as one, as shown below.

*Senegalese system:*
*Maa ngiy lekk gerte.*
1 PRSNTV:IMPF eat peanut
'I am eating peanuts.'

*The system employed in this book:*
*Maangiy lekk gerte.*
1:PRSNTV:IMPF eat peanut
'I am eating peanuts.'

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