

Problem 1

Directions: Answer the following questions in essay form (charts are OK for presenting data, if you like) on no more than one (typed) page each. Be concise. Give lots of examples. Don't bullshit.

(1) Look up the meanings of the directional words *right* and *left* in at least three dictionaries (at least one of them should be a bilingual dictionary) and discuss the differences in definition you find. Can you define one of these words without mentioning the other?

(2) Consider the senses of the word *critical* in the following sentences:

- (a) *His work gained him critical acclaim in the artistic community.*
- (b) *His work gained him critical remarks from the community.*
- (c) *His work gained him critical support in the Chicano community.*

In (a), *critical* seems to mean 'from critics'; in (b), '(unpleasantly) criticizing'; in (c), 'important, crucial'. How many different words or senses of a word should be recognized in these?

(3) Look up the words *bean* and *rice* in several dictionaries (include bilingual ones). Can you find anything in any of these dictionaries that would tell someone who didn't already know English that (a) and (b) below are good English sentences, while (c) and (d) aren't?

- (a) *I cooked the beans for her.*
- (b) *I cooked the rice for her.*
- (c) **I ate a big bowl of bean.*
- (d) **I ate a big bowl of rices.*

(4) The word *seed* is ordinarily a noun in English; however, it can be a verb as well. Consider its meanings as a verb in the following sentences:

- (a) *He seeded the pepper.*
- (b) *He seeded the lawn.*

In (a), the verb *seed* means to remove seeds, while in (b) it means to add them. How do we know which meaning to give it? Can you find any other words that act similarly?

Problem 2

- (1) Below is the first part of a dictionary definition of the word *heal*. It is, of course, considerably abbreviated and uses many conventions to indicate its information. Explicate it by writing out in full, grammatical English sentences everything it says.¹ This should take no more than one typed page.

¹heal \ 'hi:l, esp. bef. pause or cons. -iəl\ vb -ED/-ING/-S

[ME *helen*, fr. OE *hēlan*; akin to OHG *heilen* 'to heal',

ON *heila*, Goth *hailjan*; causative denominatives fr.

OE √ *hāl*, 'healthy, whole' — more at WHOLE] vt.

- (2) Look up the words *cat* and *dog* in several dictionaries (including at least one bilingual one) and then write a one-page essay discussing how someone who didn't know the difference could use a dictionary to tell one from the other.

- (3) It is often observed that "One picture is worth a thousand words." Find or draw a picture that illustrates this aphorism; i.e, a picture that precisely indicates the meaning of the sentence "One picture is worth a thousand words" many times better than the sentence does.²

You may submit the picture, or you may submit a discussion of no more than three typed pages on the difficulties you encountered in trying to find or draw the picture. Discuss also the proper interpretation of the aphorism, and the kinds of meaning appropriate to pictures and words.³

1. You may simply repeat the parts that are phonetic representations or foreign orthography, but be sure to indicate in your explanation just which parts these are.
2. Since the sentence is 7 words long, the aphorism suggests that there should be an improvement of about 143-fold in the picture, though for our purposes an improvement of even one order of magnitude is acceptable.
3. Your answers to questions (2) and (3) may be combined into a single essay of no more than 4 pages if you like.

Notes Oct 10, 2000

What I expect, what kind of experience I'm aiming at.

- o Be able to recognize a Latin-based word from a Germanic one.
- o Be able to strip a word down to its roots
- o Be able to guess at the meaning from English cognates, when possible
- o Be able to guess at the Germanic cognate, if any
- o Be able to look up anything you need
- o Experience the learning of some Latin
- o Know something about what it is to study Latin, and know as much more Latin as you care to learn.

List of special signs:

<i>-orum, -arum</i>	Plural	Genitive: ' <i>of the _____s</i> '
<i>-os, -as, -es, -a</i>	Plural Accusative: Direct Object	
<i>-um, -am, -ium</i>	Singular Accusative (- <i>um</i> also Neut Nom & Gen Pl)	
<i>-i:s, -ibus, -ebus</i>	Dative or Ablative Plural (cf <i>-is</i> Gen Sg)	
<i>-i, -ae</i>	M,F Nom Pl or M,F Gen Sg	

Sample Quiz

Credo in ...

<i>hic, haec, hoc</i>	<i>hi, hae, haec</i>
<i>huius, huius, huius</i>	<i>horum, harum, horum</i>
<i>huic, huic, huic</i>	<i>his, his, his</i>
<i>hunc, hac, hoc</i>	<i>hos, has, haec</i>
<i>ho, ha, hae</i>	<i>his, his, his</i>

there is also *iste* and *ille*

Torneo

Announcement: Linguistics Club FRI 1:30pm MLB Lecture Room 2

Helen Dry and The LINGUIST List

Refreshments, Pizza. Bring your friends.

Linguistics 114 Midterm Examination Fall '00

Distributed in class Oct 19

Due in class Oct 26

Instructions

You may form groups (maximum **three**; see me for exceptions) to do this exam; hand in one paper for the whole group; everybody in the group gets the same grade. Answer all the questions. Type or wordprocess wherever possible. Keep a Xerox of your answers (by preference, keep the original and hand in a **good** Xerox). Observe the page limits. Spell like champions. Have fun . . . and don't lose your sense of humor.

- (1) Transliterate the accompanying phonemic text into correctly-spelled and -punctuated English. Note, first of all, that the transcription is of the way the words are actually pronounced, as far as possible, and therefore the same word may be "spelled" differently in several places if it would be pronounced differently.

Watch out for syllabic resonants, unstressed vowel reduction, and consonant deletion. In addition, not all of the possible spaces between orthographic words' ve been provided, and also some of the spaces that have are not placed correctly. *lyforEng lish spel ling*. You will have to pronounce this out loud to get it right. (maximum **2** pages)

- (2) Arrange the words in the list below into a **paradigm** (you might have to look some of them up, since they are a bit archaic). How would you label the rows and columns? What would the relevant categories be? What kind of formal similarities are there? One word sticks out like a sore thumb; what is the name for the phenomenon it is an example of? Discuss. (maximum **1** page)

whence, where, there, hither, whither, now, thence, when, hence, here, thither, then

- (3-5) Solve the Aztec, Latin, and Greek problems.
Maximum **2** pages for Aztec, **1** for Latin, **1** for Greek.

e fyúw æfʀʌzɱz

bay

véries ˈɔʀz

nəθʌʒezɪmɔʀtʃ, natívŋðəyúnəvʀs. nəθʌʒezɪmɔʀtʃbəʔçʰénj. ɳçʰénjɪmínz mɔr-
tʰælati. mɔrtʰælatiez ðəwán séntʀal fækt wɪðwícčévrɪ sélfawerbtʃyʌ ɱásdɪl.
ʔʌtsévrimæŋ fʀɪm sélf ʔʌŋðʀésʃwɪðdéθ. ðəmós pʰrəzəmpçəwas θɪŋ tʰu wæskəv
énimɔʀtʃbtʃyʌ ztʰəwét. ðérʀ nán sovʌzəbtʃy anváɪvd wɪðdéθ əzðóz kʰan-
démd tʰəwét. ðózhuwét skwáŋdʀ ðerlɪtʃtʰáym, ɳðénówat. ðéwétʃçʰenj,
çʰénj əvénisçʀt, fʀ çʰénj əz hóp əvl áyʃ.

gívŋðəʀáyʔ pʰréməsɪz, éni dəzáyrd kəŋkʃúžəŋ kʰbɪrɪçtɪ. ðʌsɪzplén təmóstəv
mæŋkáynd æfʃtʃ əfyúyúʀz əvəkspéremən. jəm pʌʒ təkəŋklúžŋz ɪzəntɪzɪ pʃásəs,
əkɪntʌk húkʌʒ, wíc ɪnfækt ɪʔráyvɪz ɪnéj. pʰúkʃyʃpʀéməsɪz, fáloðəʀúlz, ɳæpɪʃtʰáy.
jəm pʌʒtəkəŋkʃúžŋzɪznáʔ wɪθáwʔvælyu. ɪtʌðəkʰçʀəvárt. bətʌtɪzədəŋjʃəsbɪznəs.
mænénʃtʰéndɱsélʃʔʃyʀz wɪθnóšŋzəvdəvɪnətɪʒsʌpʌrɪyɔʀətɪ, ɪzɪkəŋkʃúžŋzʃrəmə
hándʀəd sétsəv pʃéməsɪz. ðəɪɪzálʔwəzmɔʀsélʃʃyʌðənláyʃmékʌsnésəsɪrɪ.
— ʔaléksé pʰəénʃŋ

pʰówətrɪy əznəθʌʒmɔʀðŋ ɳʌntʰénsəfəkhésŋ ʃɪlʌmŋéšŋ əv kʰámŋ əbʃəksŋ évrɪdéyavéɪ
ɳtʰɪl ðesáyn wɪð-er síŋgʃɪʃ néçʃ, ɳtʰɪl wíkŋ əkspʃɪrɪyans ðer pʰáwʃ, ɳtʰɪlwíkŋ fáloðer
stéps ɳðədəns, ɳtʰɪl wíkŋ dɪʃŋ wəɪpʰáʀts ðer pʰléy ɪŋðə grétɔʀdʃ əvləv. háwɪzðísdán
bay fáʃʌʒ əráwŋʔ wɪθ síntʰæks. défŋíšŋzʃ ɪmətʌʒ. ɪmətʰésŋzʃ dédŋʌʒ. tʰəlɪməɪ
wənsélʃ əzək háynd əvsúwəsáyvd. tʰəlɪməɪ ənəðʃ əzək háynd əv mʃdʃ. tʰəlɪməɪ pʰówətrɪ
əzəhʀóšɪmə ʔəvðəhyúŋŋ spɪrət.

dénjʃɪ rédíésŋɪ ʔánðəʃáyzd pʰʃŋéɪ nát əláwd ɔŋ ðɪz pʰréməsɪz!

— tʰámrábŋz

ðɪpʰʃŋz, ɪlvɪŋŋdéd, áʀpʰyúʀlɪ kʰowɪnsədénɪɪ ɳšúvd nárʔ bɪ kʰŋstrúvd.

bɪwér əvðózhuwəv stédɪdʃərménɪyúʀz ɳfáyŋðəm séɪvz nówáyzʃ ðŋbəfɔʀ;
ðéyár fúɪəv mʃdʃəs ʃɪzénʔmŋʔ ʃɪðózəvəs hukʰám bay arɪŋŋɪŋs ðɪyɪzɪwé.
— kʰʃtvánəgət

“yanó, ɪtsət·háy mʌzlayʔðɪs, wənəm tʰræptɪnə vóganérɪəʔ wɪðəmæmʃrəmbɪtʃjús,
ənəbáwt·hədáy əvæsfʌksɪyésŋ, ðətəy ʃɪlɪwís əydlɪsŋt·həwəʔ məyməðər tʰów mɪ
wənəy wəzyáŋ.”

“wáyʔ wátɪçɪ tʰéwɪyʌʔ”

“aydəno. əydlɪdŋ ɪlsŋ.”

— dəŋləsəédəməz

(3) Nahuatl (Uto-Aztecan)

Nahuatl [na·waʔl] (or **Aztec**) is the language of the ruling class that Cortéz found in the Valley of Mexico when he invaded it in 1518. Modern Nahuatl, which is very close to Classical Nahuatl, is still spoken, in a number of dialects, by many hundreds of thousands of people in Mexico and Central America.

In this problem, Nahuatl is written in a phonemic alphabet, in place of the Hispanicized alphabet that is usually used for this language. The [ʔ] is a voiceless lateral affricate, more or less like [tʃ]. You may be interested to know that our English words "tomato", "coyote", and "chocolate" come from Aztec and the last sound in each original word was this voiceless affricate.

In 1-32, Nahuatl nouns are shown in their "absolute" (i.e, non-possessed) forms. Describe the absolutive suffix and its allomorphs. In 33-56, Nahuatl verb morphology is exemplified. Describe it, and give any paradigms.

1. kalli	house	17. kakʔi	sandal
2. aʔ	water	18. a.to.lii	gruel
3. te.kʷʔi	lord	19. esʔi	blood
4. te.šʔi	brother-in-law	20. koyoʔ	coyote
5. taʔʔi	father	21. točʔi	rabbit
6. teoʔ	god	22. okičʔi	man
7. šočʔi	flower	23. ikšʔi	foot
8. ilwikakʔ	sky, heaven	24. aʔaʔ	atlatl
9. kʷawʔi	eagle	25. oʔʔi	road
10. ko.lii	grandfather	26. okʔi	wine, pulque
11. to.toʔ	bird	27. ko.aʔ	snake
12. pilli	son, boy	28. ʔa.kakʔ	person
13. masaʔ	deer	29. siwaʔ	woman
14. na.nʔi	mother	30. tepeʔ	mountain
15. a.kalli	canoe	31. picoʔ	pig
16. koneʔ	child	32. ti.siʔ	doctor
33. ninemi	I live.	45. o.tiaʔsik	You (sg.) arrived.
34. tinemi	You live.	46. o.amaʔsikeʔ	You (pl.) arrived.
35. nemi	He lives.	47. tipo.wa	You (sg.) count.
36. tinemiʔ	We live	48. po.waya	He used to count.
37. annemiʔ	You (pl.) live.	49. tipo.wayaʔ	We used to live count.
38. nemiʔ	They live.	50. po.wayaʔ	They used to count.
39. ničo.kak	I cry.	51. nikalakiya	I used to enter.
40. tičo.kakʔ	We cry.	52. nikalakis	I will enter.
41. o.ničo.kak	I cried.	53. tikalakiskeʔ	We will enter.
42. o.tičo.kakeʔ	We cried.	54. tičo.kaskeʔ	We will cry.
43. o.čo.kak	He cried.	55. čo.kaskeʔ	They will cry.
44. o.čo.kakeʔ	They cried.	56. čo.kas	He will cry.

(4) Latin

Infinitive	1 Sg Perfect	Gloss	Infinitive	1 Sg Perfect	Gloss
amā-re	amāv-i	'love'	leg-ere	lēg-i	'read'
amici-re	amix-i	'clothe'	lūc-re	lūx-i	'shine'
aperi-re	aperu-i	'open'	monē-re	monu-i	'warn'
ardē-re	ars-i	'burn'	mordē-re	momord-i	'bite'
audi-re	audīv-i	'hear'	movē-re	mōv-i	'move'
augē-re	aux-i	'increase'	mūtā-re	mutāv-i	'change'
cavē-re	cāv-i	'beware'	parc-ere	peperc-i	'spare'
claud-ere	claus-i	'close'	par-ere	peper-i	'bring forth'
col-ere	colu-i	'dwell'	pendē-re	pepend-i	'hang'
cogitā-re	cogitāv-i	'think'	pet-ere	petīv-i	'seek'
cup-ere	cupīv-i	'desire'	pugnā-re	pugnāv-i	'fight'
curr-ere	cucurr-i	'run'	rap-ere	rapu-i	'seize'
delē-re	delēv-i	'destroy'	sedē-re	sēd-i	'sit'
dīcere	dīx-i	'say'	saep-ere	saeps-i	'hedge in'
fall-ere	fell-i	'fail'	scrib-ere	scrips-i	'write'
favē-re	fāv-i	'favor'	sonā-re	sonu-i	'sound'
fug-ere	fūg-i	'flee'	sorbē-re	sorps-i	'suck'
iung-ere	iunx-i	'join'	venī-re	vēn-i	'come'
iuvā-re	iūv-i	'aid'	vidē-re	vīd-i	'see'

Above are the **Infinitive** and **1 Sg Perfect** forms (the second and third Principal Parts) of some Latin verbs, segmented to show the Present and Perfect stems. The **Present stem** is the basis of categorization into the four verb classes, or “conjugations”. The **Perfect stem** is derived from the Present stem by one of four different processes, which cannot be predicted, and therefore form four independent verb classes, or types of stems.

Classify these verbs into four groups, depending on the method of formation of the Perfect stem, and state that method in each case. There are several subclasses, involving vowel or consonant changes, in some of these groups. Indicate whether each class (or subclass) is **thematic** or **athematic**; if thematic, identify the thematic vowel. State any phonological rules, such as consonant assimilation or deletion.

Hints: • **Long vowels (ē)** are **different** from **short vowels (e)**. **Don't** mix them up.

- The Latin letter **V** represents a consonantal (semivocalic) /w/, or [w].

Correlate this with thematic stem vowels.

- The Latin letter **X** represents the consonant cluster /ks/. This fact makes it a lot easier to understand the cluster reductions.

(5) Ancient Greek

1. ὁ φιλοσοφος τον ἵπτον δειματοι.
The philosopher frightens the horse.
2. ὁ ἵππος τον φιλοσοφον δειματοι.
The horse frightens the philosopher.
3. ὁ ἵππος τον ἄδελφον δειματοι τον του φιλοσοφου.
The horse frightens the philosopher's brother.
4. ὁ φιλοσοφος τον ἵπτον δειματοι τον του ἄδελφου.
The philosopher frightens the brother's horse.
5. ὁ φιλοσοφος τον βιβλον διδωσι τω ἄδελφω.
The philosopher gives the book to the brother.
6. ὁ ἄδελφος τον νεκρον διδωσι τον του φιλοσοφου τω ἵπτω.
The brother gives the philosopher's corpse to the horse.
7. ὁ φιλοσοφος τω βιβλω τον ἵπτον δειματοι.
The philosopher frightens the horse with the book.

A: Translate the following English sentences into Greek, or vice versa:

- 1) The brother frightens the horse.
- 2) The book frightens the brother's horse.
- 3) ὁ ἄδελφος τον βιβλον διδωσι τω ἵπτω.
- 4) The philosopher frightens the horse with the corpse.
- 5) The brother gives the horse to the philosopher.
- 6) The horse gives the brother's book to the philosopher.
- 7) ὁ ἵππος τω βιβλω τον ἄδελφον δειματοι τον του φιλοσοφου.

B: Give labelled case paradigms for all the cases of all the words having case that occur in this problem. **Hint:** all the nouns are masculine, and belong to the same inflection class.

C Explain how the word order works. You don't have to use technical terms, but you do have to be clear and precise (and accurate).

Name _____

/nem/ / _____

Write the word below in standard orthography. Spell correctly.

- (1) /sut/ _____
- (2) /ʌsəz/ _____
- (3) /páɪlɪst/ _____
- (4) /ʌɪzəz/ _____
- (5) /spɪlɪəz/ _____
- (6) /smæʃ/ _____
- (7) /sed/ _____
- (8) /stud/ _____
- (9) /bɔɪlsəm/ _____
- (10) /éʒən/ _____

Transcribe the following words in phonemic notation:

- (11) return / _____
- (12) revision / _____
- (13) thigh / _____
- (14) score / _____
- (15) do / _____
- (16) thy / _____
- (17) stung / _____
- (18) ferry / _____
- (19) fishing / _____
- (20) meet / _____

Name _____

/nem/ / _____

Write the word below in standard orthography. Spell correctly.

- (1) /ʃat/ _____
- (2) /kelóniyal/ _____
- (3) /məʃin/ _____
- (4) /akýúzd/ _____
- (5) /dʒarmén/ _____
- (6) /kíʃ/ _____
- (7) /sədét/ _____
- (8) /stúwɪŋ/ _____
- (9) /səlǽl/ _____
- (10) /amé́rəkan/ _____

Transcribe the following words in phonemic notation:

- (11) motion / _____
- (12) revise / _____
- (13) either / _____
- (14) scar / _____
- (15) two / _____
- (16) ether / _____
- (17) onomatopoeia / _____
- (18) carry / _____
- (19) resent / _____
- (20) recent / _____

Levin Verb Class 9.7: *Spray/Load* Verbs and Class 9.8: *Fill* Verbs

09.7 *Spray/Load* Verbs (Levin 1993:117-119)

brush cram crowd cultivate dab daub drape drizzle dust hang heap inject jam load mound pack pile plant plaster prick pump rub scatter seed settle sew shower slather smear smudge sow spatter splash splatter spray spread sprinkle spritz squirt stack stick stock strew string stuff swab wash wrap

Jessica **sprayed** paint on the table.

Jessica **sprayed** (*on) the table with paint.

Paint **sprayed** on the wall.

*The wall **sprayed** with paint.

Jessica **squirted/splashed/sprayed** water at me.

a **spray** of paint

*a **spray** of the wall

Jessica **loaded** boxes on the wagon.

Jessica **loaded** (*on) the wagon with boxes.

*Boxes **loaded** on the wagon.

*The wagon **loaded** with boxes.

*Jessica **loaded/stuffed/crammed** boxes at the truck.

a **load** of boxes

*a **load** of the truck

09.8 *Fill* Verbs (Levin 1993:119-120)

adorn anoint bandage bathe bestrew bind blanket block blot bombard carpet choke cloak clog clutter coat contaminate cover dam dapple deck decorate deluge dirty dot douse drench edge embellish emblazon encircle encrust endow enrich entangle face festoon fill fleck flood frame garland garrish imbue impregnate infect inlay interlace interlard interleave intersperse interweave inundate lard lash line litter mask mottle ornament pad pave plate plug pollute replenish repopulate riddle ring ripple robe saturate season shroud smother soak soil speckle splotch spot staff stain stipple stop up stud suffuse surround swaddle swathe taint tile trim veil vein wreathe

Leslie **staffed** the store with employees.

*Leslie **staffed** employees in(to) the store.

The employees **staffed** the store.

*The store **staffed** with employees.

*Leslie **staffed** the store in employees.

Leslie **filled** the bottle with water.

*Leslie **filled** water in(to) the bottle.

The water **filled** the bottle.

The bottle **filled** with water.

*Leslie **filled** the bottle in water.

Leslie **soaked** the blanket with water.

Leslie **soaked** the blanket in water.

NPI Squish

Below are 42 sentences constructed using the 6 negative triggers *whether, would rather, seldom, not, too, and only*, and the 7 negative polarity items *any more, ever, in weeks, take long, at all, yet, and until* (w/ punctual verb). Not all are grammatical; is there any pattern?

HINT: Try using a 6-by-7 grid. Maximum 1 page.

- 1) *He's seldom ever eaten a mango.*
- 2) **He would rather listen to Bach than The Beatles any more.*
- 3) **Only Bill thinks it'll take long.*
- 4) *He hasn't slept at all.*
- 5) **We want to find out whether they arrived until noon.*
- 6) **He'd rather watch TV than finish it yet.*
- 7) ?*He's seldom been here in weeks.*
- 8) *He's been too nervous to sleep at all.*
- 9) *He has not ever eaten a mango.*
- 10) *He seldom sleeps during the day at all.*
- 11) *Only Bill has ever eaten a mango.*
- 12) *We have to find out whether they've finished yet.*
- 13) ?*He would rather pace the room than sleep at all.*
- 14) *It seldom takes long.*
- 15) *They didn't arrive until noon.*
- 16) *I need to know whether he has slept at all.*
- 17) **Only Bill arrived until noon.*
- 18) *Tell me whether he's ever eaten a mango.*
- 19) ?*Only Bill got to sleep at all.*
- 20) *Bill doesn't buy his suits there any more.*
- 21) **Only Bill has been home in weeks.*
- 22) *They haven't finished the paper yet.*
- 23) **He's been too angry to see her in weeks.*
- 24) *He would rather go hungry than ever eat a mango.*
- 25) *He is seldom finished yet at this time of day.*
- 26) *He's too picky to ever eat a mango.*
- 27) **They would rather be late than arrive until noon.*
- 28) *He's too lazy to have finished yet.*
- 29) *He hasn't been home in weeks.*
- 30) **We have to find out whether he's been home in weeks.*
- 31) ?*Only Bill has finished yet.*
- 32) *He seldom buys his suits here any more.*
- 33) *He's too poor to buy his suits there any more.*
- 34) *We have to find out whether he buy his suits there any more.*
- 35) ?*Only Bill buys his suits there any more.*
- 36) *This procedure won't take long to do.*
- 37) *It's too simple to take long.*
- 38) *We need to know whether it will take long.*
- 39) **He would rather forget about it than take long.*
- 40) *He seldom arrives until noon.*
- 41) ?*He's too slow to arrive until noon.*
- 42) **She would rather flunk than study in weeks.*

Outline of Rhetoric

from *Connolly's Rhetoric Casebook* *

by Gerald Levin Francis Connolly

English Grammar and Writing

(who stole it all from Aristotle)

- I. The Four Elements of Rhetoric
 - A. Selection of a subject in the light of occasion and purpose
 - B. Analyzing a subject and finding a theme
 - C. Arrangement of the whole composition
 - D. Choice of style or appropriate manner of expression
- II. The Six Rhetorical Methods of Exposition
 - A. Definition
 - i. Strive for equivalence and clarity in logical definition
 - ii. Strive for suitability in rhetorical definition
 - iii. Define important terms and show their connection
 - iv. Explain denotations and connotations
 - B. Classification and Division
 - i. Establish the basis of classification
 - ii. Make classifications mutually exclusive
 - iii. Make classifications complete
 - C. Exemplification
 - i. Make examples immediate, direct, and vivid
 - ii. Establish the connection between example and idea
 - D. Comparison and Contrast
 - i. Compare members of the same class
 - ii. Use comparison for interest and emphasis
 - E. Cause and Effect
 - i. Show the interconnection of cause and effect
 - ii. Distinguish cause from occasion and condition
 - iii. Explain cause by effect and effect by cause
 - F. Process Analysis
 - i. Establish the chronological sequence of events
 - ii. Give the sequence and principles of natural process
 - iii. Analyze a thought process clearly
- III. The Goals of Rhetoric
 - A. Arrange your ideas for **unity, coherence, and emphasis**
 - B. Employ your style for **clarity, vigor, and interest**

* <http://www.umich.edu/~jlawler/Connollycovers.pdf>.

This file is available on the Web at

<http://www.umich.edu/~jlawler/Connolly.pdf>

The Inflectional Suffixes of English

Applies to:

Name:

Symbol:

(1) Nouns

Plural

{-Z₁}

Regular suffixal allomorphs (phonologically conditioned; preceded by epenthetic central vowel after sibilants):

/-s/ after voiceless sounds

/-z/ after voiced sounds (including vowels)

Irregular suffixal allomorphs (lexically conditioned):

-Ø [i.e. zero] in *sheep, moose, fish*, etc. (beasts of field and forest)

/-ə/ in *data, phenomena opera*, etc. (Latin and Greek neuter nouns)

/-ay/ in *alumni, syllabi*, etc. (Latin masculine nouns)

/-e/ in *alumnae* (Latin feminine nouns) /-ən/ in *oxen* (Old English)

Irregular root modifications (lexically conditioned):

Final voiceless fricatives are voiced (/f/ -> /v/, /θ/ -> /ð/, /s/ -> /z/) before adding regular suffixes in a class of nouns including *hoof, leaf, life, path, and house*.

Stem vowel change in: *mice, lice* (/aw/ -> /ay/), plus zero suffix

men (/æ/ -> /e/), plus zero suffix

women (/ʊ/ -> /ʌ/), plus zero suffix

children (/ay/ -> /ʌ/), plus irregular suffix /-rən/

(2) Nouns

Possessive

{-Z₂}

Regular suffixal allomorphs — identical to (1) above.

Note: this inflection is changing from suffix to enclitic status; it now attaches to the last word in a Noun Phrase (NP), instead of a Noun, e.g. The Prince of Denmark's soliloquy, not *The Prince's of Denmark soliloquy.

(3) Verbs Present Tense, 3rd Person Singular {-Z₃}

Regular suffixal allomorphs — identical to (1) above.

Irregular suffixal allomorph (lexically conditioned):

-Ø in *she can, she will, she may*, etc. (modal auxiliaries)

Irregular root modifications (lexically conditioned):

{*have* + Z₃} = /hæz/ (/ʌ/ -> Ø before /-z/)

Irregular root suppletion (lexically conditioned): {*be* + Z₃} = /ɪz/!

(4) Verbs

Past Tense

{-ED}

Regular suffixal allomorphs (phonologically conditioned; preceded by epenthetic /ə/ or /ɪ/ after dental stops /d/ and /t/):

/-t/ after voiceless sounds

/-d/ after voiced sounds (including vowels)

1. All forms but one of {*be*} are irregular: /em/. /ɪz/. /ɑr/. /wəz/. /wər/. /bʌn/. /bʌn/. cf. /biːɪŋ/

The Inflectional Suffixes of English

Irregular suffixal allomorphs (lexically conditioned):

-Ø in some 1-syllable /d/- or /t/-final verbs: *beat, bet, burst, cast, cost, cut, hit, hurt, knit, let, put, rid, set, shed, shut, slit, shit, split, spread, and thrust* /d/ -> /t/ in some 1-syllable /d/-final verbs: *bent, built, lent, sent, and spent* /-t/ after some vowel-changed roots (others take -Ø; see below)

Irregular root modifications (lexically conditioned):

Pure vowel changes: *hid, are, lay, came, read, ran, sang, swung, struck, got, shot, wound, swore, saw, fought, wrote, chose, stole, shook, grew, drew, etc.*

Other root modifications: *slept, dealt, bought, sold, said, lost, sought, left, made, etc.*

Irregular root suppletion (lexically conditioned): {go + ED} = /went/

(5) Verbs Past Participle {-EN₁}²

Regular suffixal allomorphs — identical to (4) above. Many irregulars are also identical to the past tense form: *fought, dug, read, won, struck, got, shot, etc.*

Others are identical to the present, even if the past is irregular: *come, run, etc.*

Irregular suffixal allomorph (lexically conditioned):

/-ən/ in some “strong” verbs: *shaken, bearen, spoken, broken, bitten, etc.*

/-n/ in others, especially after vowels: *known, torn, done, drawn, seen, etc.*

Irregular root modifications (lexically conditioned):

Pure vowel changes (all /ə/): *sung, swung, drunk, swum, sprung, etc.*

6) Verbs

Present Participle (Gerund)

{-ING}

Regular suffixal allomorph — /-ɪŋ/

Note: This morpheme has no irregularities. (This is meta-irregular.)

(7) Verbs Infinitive {-ϕ}

Regular suffixal allomorph — Zero

Note: This morpheme has a distinct form only in the verb *be*.

(8) Adjectives Comparative {-ER₁}³

Regular suffixal allomorph — /-ər/

2. {-EN₂} is an archaic semiproductive prefix (e.g. *enable, enjoy*), or suffix (e.g. *quicken, blacken*), or both (*enlighen, enliven*) forming causative/inchoative verbs from certain adjectives and nouns. Its function and sense is inflectional in nature, but its distribution and productivity are closer to derivational.

3. {-ER₂} is a nominalizing derivational suffix forming either agentive (e.g. *owner, player*) and instrumental (e.g. *mower, layer*) nouns from verbs. It cannot be predicted from the verb which kind of nominalization {-ER₂} forms from it.

The Inflectional Suffixes of English

Note: This morpheme applies **only** to monosyllabic adjectives and adverbs, bisyllabic ones that end in /-i/ (e.g, *heavier, happier*), and some bisyllabic ones that end in /-o/ (e.g, *shallower, narrower*, but not **mellowier*).

Irregular suppletive forms: {*good/well* + -ER₁} = *better*

{*bad* + -ER₁} = *worse*

{*much* + -ER₁} = *more*

(9) **Adjectives**

Superlative

{-EST}

Regular suffixal allomorph — /-ast/

Note: This morpheme has the same lexical and phonological restrictions as (7) above; if a given adjective or adverb takes (7), it will take (8), and if it has an irregular allomorph of (7), it has an irregular allomorph of (8).

Irregular suppletive forms: {*good/well* + -EST} = *best*

{*bad* + -EST} = *worst*

{*much* + -EST} = *most*

Turkish (Altaic)

1. gördü	He saw.	21. yetti.....	He reached it.
2. görüldü	He was seen.	22. yetmeliydim	I should have reached it.
3. görülmedi	He was not seen.	23. yetejek miyiz	Will we reach it?
4. görüyordu	He was seeing.	24. yetmemeli.....	He should not reach it.
5. görmedimi.....	Didn't he see?	25. yetmişti.....	He has reached it.
6. görülmüyoruz.	We're not being seen.	26. yeliyoruz.....	We are reaching it.
7. görmeyejek mi.....	Won't he see?	27. kirdi.....	He broke it.
8. görejektim	I was going to see.	28. kırıyorum	I am breaking it.
9. görejekler	They will see.	29. kırılmıştı	It has been broken.
10. görmüştü.....	He has seen.	30. kırılmayacak mı.....	Won't I break it?
11. görmemişti.....	He has not seen.	31. kırılmayacak mı.....	Won't it be broken?
12. açtı.....	He opened it.	32. kırılmayınız	We should not break it.
13. açmışlardı	They have opened it.	33. kıraktım	I was going to break it.
14. açacaklar	They will open it.	34. yazıyorlar	They are writing.
15. açacağım	I will have opened it.	35. yazmamışım	I should have written.
16. açtım	Did he open it?	36. yazılmamıştı	It has not been written.
17. açmalıydım....	I should've opened it.	37. yazacaksınız	Will he write?
18. açıyor mu.....	Is he opening it?	38. yazacak mıyız	Will we write?
19. açmadım	I did not open it.	39. yazmıyordu	He was not writing.
20. yetmedimi.....	Didn't he reach it?	40. yazacağımız	We will have written.

There are five verb roots in this data: *gör*, *aç*, *yet*, *kır*, and *yaz*.

There are a lot of inflections on these roots. List them all, give their meanings, and indicate how they are used together (i.e. describe their order of occurrence).

List all the allomorphs for each morpheme and give their conditioning environments. or state general rules that predict all the allomorphy.

Note: Ignore contractions in the glosses — they're used only to save space.

Skagit/Lushootseed (Salishan)

Problem 1

1. ?alču?íbaš?etalúǎ 'The old man is walking.'
2. ?alču?íbaš?acalúǎ 'The old woman is walking.'
3. ?u?íbaš?etalúǎ 'The old man walked.'
4. ?u?íbaš?atastúbš 'The man walked.'
5. †u?íbaš?acastáday 'The woman will walk.'
6. ?utaláwil?atastúbš 'The man ran.'
7. †utílib?acastáday?utuk^wáčilas... 'The woman will sing tomorrow.'
8. ?áttas?u?íbaš?atastúbš 'The man walked fast.'
9. há?†tetustílib?etalúǎ 'The old man will sing well.'
10. ǎutaláwil?atastúbš 'The man runs [habitually].'
11. ?áttaǎustaláwil?atastúbš 'The man runs fast [habitually].'
12. ?alčuúlibax^w?atastúbš 'The man is singing now.'
13. ?utílib?acastáday 'The woman sang.'
14. ?alčuyíqib?acalúǎ 'The old woman is making baskets.'
15. ?uyíqib?atastúbš 'The man made baskets.'
16. ǎuyíqib?acastáday 'The woman makes baskets [habitually].'
17. ?áttas?alču?íbaš?atastúbš 'The man is walking fast.'
18. ílib†i 'Sing! [plural subject]'
19. taláwil 'Run!'

- 1) List and gloss the root morphemes for all open classes.
- 2) List the affixes and indicate their relative placements.

[Note: There is no significant allomorphy in this data]

Some questions you should be able to answer:

- a) What is the meaning of /íúǎ/?
- b) How (and when) is gender marked?
- c) Translate the following into Skagit: 'The old woman makes good baskets.'
- d) How are "adverbs" like 'fast' and 'well' expressed?
- e) There are two positional classes of tense/aspect markers.

Which morphemes are in which class, and how do you tell?
[HINT: look for the -s- with "adverbs"]

Skagit/Lushootseed (Salishan)

Problem 2

1. sájabtastúbṣ 'The man is tall.'
 2. míṃaʔdtastúbṣ 'The man is small.'
 3. míṃaʔdtasqʷabáyʔ 'The dog is small.'
 4. ʔasx̣éʔcastáday 'The woman is sick.'
 5. ʔasʔítuttaiǵ 'The old man is asleep.'
 6. qáʔatəbtastúbṣ 'The man is (a) Skagit.'
 7. qqáʔəbtastúbṣ 'The man speaks Skagit.'
 8. láʔbsájabtalúǵ 'The old man is very tall.'
 9. háʔʔubšcastáday 'The woman is pretty.'
 10. ʔasqəʔcalúǵ 'The old woman is awake.'
 11. ʔuḳʷəʔtəq̣ʷú 'The water spilled.'
 12. súḅtəbtastúbṣ 'The man is strong.'
 13. tustúbtəbtastúbṣ 'The man was once strong.'
 14. ʔastástəq̣ʷú 'The water is cold.'
 15. híḳʷtəçəbídʔac 'The fir tree is tall.'
 16. tumíṃaʔdtəçəbídʔac 'The fir tree was small.'
 17. híḳʷtəspàʔc 'The bear is big.'
 18. tuílibatəçəças 'The child already sang.'
 19. háʔʔtatusyíq̣ibʔacastáday 'The woman used to make good baskets.'
 20. ʔasj̣úʔilcastáday 'The woman is happy.'
 21. tuʔasʔítucastáday 'The woman was asleep.'
 22. tuʔəlc̣úʔíbsəʔəstastúbṣ 'The man was walking.'
 23. ʔuʔasj̣úʔiltəçəças 'The child will be happy.'
 24. baʔəlc̣úʔílibʔəstastúbṣ 'The man is singing again.'
 25. ʔubaʔuʔílibʔəcastáday 'The woman will sing again.'
 26. ʔəlc̣uq̣əlab 'It's raining.'
 27. ʔəlc̣uq̣əlabaḳʷ 'It's starting to rain.'
 28. baʔəlc̣uq̣əlabaḳʷ 'It's starting to rain again.'
 29. duq̣ʷəlabix̣ʷcastáday 'The woman is (a) Snoqualmie.'
 30. dduq̣ʷəlabix̣ʷcastáday 'The woman speaks Snoqualmie.'
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Occam's Razor

A dictum of (and named after) William of Occam, an English Franciscan schoolman (i.e., philosopher), born *circa* 1280 C.E. at Occam (or Ockham), a town in Surrey, died 1349 in Munich. He was a leading light in the "Spirituals", a radical branch of the Franciscan order, at various times was under investigation (though never condemned or convicted) of heresy, and is known mostly for his political and theological writings. From a 20th-Century perception, his positions on these and other topics are invariably described as "modern" in their outlook.

The Razor itself is stated in Latin as:

Pluralitēs nōn est pōnenda sine necessitate.

The English translation is "Multiplicity should not be posited without necessity." As a heuristic rule, it discourages the formation of hypotheses, theories, and other types of explanation which require one to believe in more propositions than can be justified; in particular, it is often used to criticize scientific theories that are too complex.

Its relevance to linguistic theory can be seen, for instance, in the celebrated (and perhaps apocryphal) 19th-Century analysis of Chinese nouns as having the same eight cases as Indo-European nouns (Nominative, Ablative, Instrumental, Dative, Accusative, Genitive, Locative, and Vocative); in this analysis, however, all the case endings in Chinese were zero. Obviously, such "multiplicities" of spurious cases can be generated at will, and are posited without good cause. Since language is proverbially ephemeral, and since its grammatical bases are even more abstract and less accessible to the senses, it behooves us to be very careful about Occam's Razor. It is extremely easy to find what one expects to find in examining others' speech.

Two examples from problems we've had:

- (1) In the Amharic problem, the verb 'take' has the following forms: *wasada*, *mawsad*. The second one can be analyzed as being derived from the first by switching a the positions of the first consonant and vowel, and adding *m*. This analysis, however, uses the hidden unstated "plurality" that such a phenomenon (the technical name is *metathesis*) is to be preferred over a vowel-changing analysis, which is already required for the other forms. Since a vowel-changing analysis is equally efficient (it generates all and only the correct forms), Occam's Razor mandates that one should prefer this analysis over one invoking metathesis, which is otherwise not found.
- (2) In the Lamba problem, the first column is the forms for the past tense, all of which end in *-a*, as do all of the other verb forms in the problem. You are asked to find the roots for each verb and to indicate how each different form is made. It is possible in this problem to consider the simple past tense form the root, and make all of the other forms infixes occurring before the final *-a*. This has an effect on how one analyzes the past tense morpheme; the "pluralities" here is the assumption that two different varieties of inflection are required (both zero affixation and infixation, which are very different phenomena), instead of only one (all suffixes). This is an additional complication that can be avoided and therefore, by Occam's Razor, should be.