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

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

(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 sentence:

(c) I cooked the peas for her.
(d) I cooked the beans for her.
(e) I ate a big bowl of peas.
(f) I ate a big bowl of beans.

(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 let someone who didn’t already know English that (a) is a good English sentence, while (c) and (d) aren’t?

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

(c) His work gained him critical support in the Chicago community.
(d) His work gained him critical remarks from the community.
(e) His work gained him critical acclaim in the artistic community.

(1) Look up the meanings of the directional words *north* and *left* in an dictionary. (Any ped.)

Problem 1
I. You may simply repeat the parts that are phonetic representations of

proprietorship to pictures and words.

1. Interpretation of the proprietorship and the kinds of meaning and
2. Etymology of the proprietorship. Discuss also the drop
3. Read in writing to find or draw the picture. Discuss also the drop
4. No more than three typed pages on the difficulties you encounter
5. You may submit the picture, or you may submit a discussion of

does. 2. It is often observed that "one picture is worth a thousand words." One picture many times better than the sentence

standing for the meaning of the sentence. "One picture is worth a thousand words." (3) I. Look up the words can and dog in several dictionaries (including

2. Look up the words can and dog in several dictionaries (including

"OE fea, health, whole — more at whole."

ON fea, Goth heilizan: causative denominatives."

"OE heilizan, fr. OE heilizan: akin to OHG helian, to heal."

Problem 2
Announcement: Linguistics Club Fri. 1:30pm MIB Lecture Room 2

To:erno

There is also isae and ihe

his, his
ho, have
hoas, havec
his, his
hunc, huc, huce
horsm, harsm, horno
hie, hace, hae

crdeo, in...

Sample Quiz

M.P Nom Pi or M.P Gen Si
- l. -ae
- l. -ae
- l. -ae
- l. -ae

Singular Accusative: Direct Object
of the
Plural
Genitive:

List of special signs:

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

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

Notes Oct 10, 2000
Maximum 7 pages for Aztec, 1 for Lakh, 1 for Greek.

(3.5) Solve the Aztec, Lakh, and Greek problems.

Hence, where, there, thither, when

Arrange the words in the list below into a paragraph (you might have to look some of them up, since they are a bit archaic).

(2) Discuss (maximum 1 page)

Is an example of an inanimate object, a name for the phonemonial in sticks or like a certain clump, what is the name for the phonemonial in sticks or like a certain clump, what is the name for the phonemonial in sticks or like a certain clump, what is the name for the phonemonial in sticks or like a certain clump, what is the name for the phonemonial in sticks or like a certain clump, what is the name for the phonemonial in sticks or like a certain clump, what is the name for the phonemonial in sticks or like a certain clump, what is the name for the phonemonial in sticks or like a certain clump.

Watch out for syllable reductions, unstressed vowel reduction, and other ways of pronouncing differently.

Form groups (maximum 3 pages)

Sense of humor. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit. Spell like champions. Have fun... and don't lose your page limit.

Instructions

Distributed in class Oct 19

Due in class Oct 26

Midterm Examination Fall 2000

Linguistics 114

Instructor: [Name]
ნახელი ფეხბურთული პროგნოზიზაცია არ არის ვალდებული აღწერაზე.

ამ ფაქტობრივ თვალსაზრისი ეწოდება, რომ ფეხბურთული პროგნოზიზაცია არ არის ვალდებული აღწერაზე.

დემონსტრაციის შესახებ

ინფორმაციის შემოწოდება.

ინფორმაციის შემოწოდება.

ზირხვა ლექს

ზირხვა ლექს
$$\begin{array}{|c|c|}
\hline
\text{Word} & \text{Nahuatl} \\
\hline
\text{doctor} & 32. \text{te-xa} \\
\text{big} & 31. \text{pix} \\
\text{mountain} & 29. \text{ta-te-xo} \\
\text{woman} & 28. \text{kha-x} \\
\text{person} & 27. \text{pi} \\
\text{snake} & 26. \text{na-te} \\
\text{wine, pulque} & 25. \text{ko-te} \\
\text{road} & 23. \text{ki-te} \\
\text{aunt} & 22. \text{co-te} \\
\text{foot} & 21. \text{ta-te} \\
\text{man} & 20. \text{co-ta} \\
\text{rabbit} & 19. \text{bo-te} \\
\text{coyote} & 18. \text{xa-te} \\
\text{bird} & 17. \text{xa-te} \\
\text{house} & 16. \text{te-xa} \\
\hline
\end{array}$$

Nahuatl (Uto-Aztecan)
A lot easier to understand the cluster reductions.

- The Latin letter X represents the consonant cluster /ks/. This fact makes it
  correlate with the thematic stem vow.
- The Latin letter V represents a consonantal (semivocalic) /w/ or [w].
- Hints: 
  - Long vowels (e) are different from short vowels (e). Don’t mix them up.
  - Vowels (e) are different from consonant (semivocalic) /w/ or [w].

The process of phonological rules, such as assimilation or deletion,
involved vowel or consonant changes in some groups. Indicate whether
perfect stem and show that method in each case. There are several subclasses,
classified these verbs into your groups and depending on the method of formation of the
classes, of verbs of stems.

Above are the Infinitive and the Perfect forms (the second and third principal
forms of some Latin verbs, segmented to show the Present and Perfect stems. The

<table>
<thead>
<tr>
<th>Infinitive</th>
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<td>Vedic</td>
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(4) Latin
but you do have to be clear and precise (and accurate).

- Explain how the word order works. You don't have to use technical terms.
- and belong to the same inflection class.

Hint: all the nouns are masculine.

B: Give labelled case paradigms for all the cases of all the words.

φιλοσοφοῦν

7. ο Λίττος τοῦ Φίλου τοῦ Φιλόσοφου τῷ Γεγανεῖ
6. ο Μικρός τοῦ Φίλου τοῦ Φιλόσοφου τῷ Πέραν
5. ο Φίλος τοῦ Φιλόσοφου τῷ Πέραν
4. ο Φιλόσοφος τοῦ Φίλου τῷ Πέραν
3. ο Γεγανεύων τοῦ Γεγανεύων τῷ Φιλόσοφον
2. ο Φιλόσοφος τοῦ Φίλου τῷ Φιλόσοφον
1. ο Φιλόσοφος τοῦ Φιλόσοφου τῷ Φιλόσοφον

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

The philosopher figures the horse with the book.

1. ο Φιλόσοφος τοῦ Φίλου τοῦ Φιλόσοφου τῷ Φιλόσοφον
2. ο Φίλοσοφος τοῦ Φιλόσοφου τῷ Φιλόσοφον
3. ο Γεγανεύων τοῦ Φιλόσοφου τῷ Φιλόσοφον
4. ο Φιλόσοφος τοῦ Φίλου τῷ Φιλόσοφον
5. ο Φιλόσοφος τοῦ Φιλόσοφου τῷ Φιλόσοφον

The philosopher gives the book to the brother.

6. ο Φιλόσοφος τοῦ Φιλόσοφου τῷ Φιλόσοφον
5. ο Φιλόσοφος τοῦ Φίλου τοῦ Φιλόσοφου τῷ Φιλόσοφον
4. ο Φίλοσοφος τοῦ Φιλόσοφου τῷ Φιλόσοφον
3. ο Φιλόσοφος τοῦ Φιλόσοφου τῷ Φιλόσοφον
2. ο Φιλόσοφος τοῦ Φίλου τοῦ Φιλόσοφου τῷ Φιλόσοφον
1. ο Φιλόσοφος τοῦ Φιλόσοφου τῷ Φιλόσοφον

(5) Ancient Greek
Transcribe the following words in phonetic notation:

1. /ɛzən/ (10)
2. /mæθəmætɪkəl/ (6)
3. /stʌd/ (8)
4. /ɜːzd/ (7)
5. /səməs/ (6)
6. /sʌɪz/ (5)
7. /luzə/ (2)
8. /səut/ (1)

Write the word below in standard orthography. Spell correctly.

_________________________________________________________
Name ____________________________
Transcribe the following words in phonemic notation:

/ˈɛmərɪkən/ (01)  
/sel/ (6)  
/ʃərən/ (8)  
/ˈsed/ (7)  
/ˈkɪʃ/ (6)  
/dəˈʃemən/ (5)  
/ˈækvaˌz̩d/ (4)  
/ˈmeʃən/ (3)  
/ˈkæləˌniəl/ (2)  
/ˈfeɪt/ (1)

Write the word below in standard orthography. Spell correctly.

Name

#
9.8 Fill VEBs (Levin 1993:119-120)

* Load on the truck
  a load of boxes

* Prepare packed/stacked/arranged boxes at the truck.

* The wagon loaded with boxes.
  Boxes loaded on the wagon.
  Load on the wagon.

* A spray of paint
  A spray of paint

* Jessica smiled/shrugged/sprayed water at me.

* The wall sprayed with paint.
  Sprayed on the wall.
  Spray/Load VEBs (Levin 1993:117-119)

and Class 9.7: Spray/Load VEBs

Levin Verb Class 9.7: Spray/Load VEBs
I would rather listen to the radio than watch TV.

I slept, ate, and went to bed early every week.

I need to know whether you have slept at all.

He left home before she arrived at the station.

I went home early last week.

I asked whether he had eaten a mango.

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I slept, ate, and went to bed early every week.

I need to know whether you have slept at all.

He left home before she arrived at the station.

I went home early last week.

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III. The Goals of Rhetoric

A. Arrange your ideas for unity, coherence, and emphasis
   1. Establish the chronological sequence of events
   2. Process analysis
      1. Explain cause by effect and effect by cause
      2. Distinguish cause from occasion and condition
      3. Show the interconnection of cause and effect
   3. Cause and effect
      1. Use comparison for interest and emphasis
         a. Compare members of the same class
         b. Comparison and contrast
      b. Establish the connection between example and idea
      c. Make examples immediate, direct, and vivid
   4. Classification and division
      a. Explain definitions and classifications
      b. Establish the basis of classification
      c. Make classifications mutually exclusive
      d. Establish the limits of classification
   5. Demonstration and argument
      a. Defend important terms and show their connection
      b. Strive for simplicity in the definition
   c. Establish equivalence and clarity in logical definition

B. Choice of Style or Appropriate Manner of Expression

C. Arrangement of the Whole Composition

D. Analysis of a Subject and Finding a Theme

I. The Elements of Rhetoric

English Grammar and Writing

Outline of Rhetoric

B. Employ your style for clarity, vigor, and interest

A. Arrange your ideas for unity, coherence, and emphasis
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      1. Explain cause by effect and effect by cause
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I. The Elements of Rhetoric

English Grammar and Writing

Outline of Rhetoric
The Inflectional Suffixes of English

I. All forms but one of the regular suffixes (including vowels) appear after voiced sounds (including vowels):
   -d, after voiced sounds
   -e, after voiceless sounds
   /-l/ after dental stops /d/ and /l/

Regular suffixal allomorphs (phonologically conditioned; proceeded by an enclitic):
   (4) Verbs
   Past Tense
   
   Irregular root supplementation (lexically conditioned):
   {e} = /e/z, /e/z
   {e} = /e/z
   {e} = /e/z

Irregular root modifications (lexically conditioned):
   -e, before /-l/:
   -e, before /-z/: Dene
   -e, before /-z/: Dene

Irregular suffixal allomorphs (lexically conditioned):
   -d, before /-l/ and /-z/:
   -d, before /-l/ and /-z/:
   -d, before /-l/ and /-z/:
   -d, before /-l/ and /-z/:

Irregular suffixal allomorphs — identical to (1) above:

(3) Verbs
   Present Tense
   Pre-Reflexive, Zero Person Singular

Denmark's allomorphy, or the presence of Demarkal allomorphy:
   The last word in a noun phrase (NP), instead of a noun, e.g., The Prince of Denmark is changing from suffix to enclitic status. It now attaches to:

Possessive
   -e, before /-l/:
   -e, before /-l/:
   -e, before /-l/:
   -e, before /-l/:

Syllable sequence change:
   Life, light, and house.

Before adding regular suffixes in a class of nouns, including those:
   Irregular root modifications (lexically conditioned):
   -e, in loanwords (Latin terminology nouns): -an in oxen (Old English)
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   -e, in loanwords (Latin terminology nouns): -an in oxen (Old English)
   -e, in loanwords (Latin terminology nouns): -an in oxen (Old English)

Irregular suffixal allomorphs (lexically conditioned):
   -s, after voiceless sounds:
   -s, after voiceless sounds:
   -s, after voiceless sounds:
   -s, after voiceless sounds:

Central vowel after suffixes:

Regular suffixal allomorphs (phonologically conditioned; proceeded by enclitics):
   (2) Nouns
   Possessive

English
<table>
<thead>
<tr>
<th>Regular Suffixal Allomorphic — /-er/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative</td>
</tr>
</tbody>
</table>

**(8) Adjectives**

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

```markdown
|-er
```

**Regular Suffixal Allomorphic — /-er/**

**(7) Verbs**

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

```markdown
{-E}
```

**Regular Suffixal Allomorphic — /-ed/**

**(6) Verbs**

Pure vowel changes: (a) [fär]: far, far, drunk, swam, spring, etc.

Regular root modifications: (lexical modification)

/-en/ in others, especially after vowel-rimes: known, torn, done, drawn, seen, etc.

/-en/ in some "stone" verbs: shaken, broken, spoken, broken, train, etc.

Irregular Suffixal Allomorphic (lexically conditioned): Others are identical to the perfect: even if the past is irregular, come, run, etc.

Irregular Suffixal Allomorphic (lexical modification): Identical to the past tense form: fought, dug, read, won, struck, got, short, etc.

Many irregulars are also

```markdown
{-EN}
```

Irregular Root Modification: Babies take -Ø; see below.

/-l/-u in some 1-syllable /-l/-final verbs: bell, bull, lend, sent, and sleep.

Irregular Suffixal Allomorphic (lexical modification):
The Inflectional Suffixes of English

Irregular Suppletive Forms: (good/well + -EST)

be(-s) = well + -EST

Note: This morpheme has the same lexical and phonological restrictions as (7).

Regular Suppletive — /-s/:

-EST

much + -EST = more

pad + -EST = worse

Irregular Suppletive Forms: (good/well + -ER)

that end in /-o/ (e.g. shallower, narrower, but not mellower),

Note: This morpheme applies only to monosyllabic adjectives and adverbs, bisyllabic ones.

 bass
Note: Leave conjunctions in the glosses — they're used only to save space.

List all the allomorphs for each morpheme and give their conditioning environments. Indicate how they are used together (i.e., describe their order of occurrence). Treat any allomorphs as free, i.e., give them all, give their meanings, and their structure.

There are five verb roots in this data: go, eat, feel, kill, and say.

1. go
2. feel
3. kill
4. eat
5. say
HINT: Look for the -s - with "adverbs"

Which morphemes are in which class, and how do you tell?

1. There are two positional classes of tense/aspect markers.
2. How are "adverbs" like fast, well, expressed?
3. How (and when) is gender marked?
4. What is the meaning of /lik/?

Some questions you should be able to answer:

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

1) List and gloss the root morphemes for all open classes.

Problem I

Skagit/Lushootseed (Salishan)
Problem 2
Skagit/Lushootseed (Salishan)
In the Lamba problem, the first column is the forms for the past tense, all of which and preterit analyses over one invoking metaphysics, which is otherwise not found. A

Example from problems we have:

When other speakers care about Oceania’s Razor. It is extremely easy to find when one expects to find in-exact ideal bases are even more abstract and less accessible to the senses, I discover no to bridge without good cause. Since language is provably epistemically coherent, and since it bridges

I often need to criticize scientific theories that are too complex. The English translation is “multiplicity is not posited without necessity.” As a result, the Razor is still in Latin:

“Oceana’’s Razor” should be:

Oceana's Razor