



1. morphology

the area of grammar concerned with the formation of words



2. morpheme

the smallest meaningful units in a language. A word like 'meaningful' has three _____ : 'mean', 'ing' and 'ful'.

3. free morpheme

a _____ can stand alone, i.e. a word, e.g. 'mean'

4. bound morphemes

_____ can't stand alone, e.g. 'ing' and 'ful' need to be attached to a word



5. **affixation**

adding prefixes and suffixes to a word is _____

6. **compounding**

the process of joining 2 or more words
These can be written in different ways:
a) with a space: sleeping bag, fire hydrant, cup holder
b) with a hyphen: pick-up truck
c) no separation: fireplace, cupcake

7. **conversion**

the process of changing the word class without any



change to the form, e.g. to google something

8. **Back formation - e.g. bum from bumper, chemist from alchemist, absorb from absorption, babysit from babysitter, edits from editor (most change the word class and the form).**

The creation of a new lexeme (word) by removing an affix from an old word. Give examples.

9. **blend**

when 2 words are merged into one
brunch
motel
smog
mockumentary



10. **clipping / truncation**

If a word is shortened,
phone
ad
exam
gym
flu
lab
math
burger
rifle (from rifle gun)
Types of [...]: back [],
fore [], middle [] (flu)
and complex [] (sitcom).



Shortened word does not change word class (part of speech), usage or meaning.



11. inflectional morphology

The process of word formation connected with grammatical relations, e.g. noun plurals, 3rd person 's', past tense 'ed' / past participle with 'ed', 'ing' for present participle, comparative forms with 'er'/'est' and negation with 'n't'. It is called _____.

12. derivational morphology

The way lexical words are formed, by, for example, affixation and compounding, e.g. 'able' attached to a word means 'something is possible'. It is called _____.

13. root

non-affix lexical morpheme that cannot be analysed into smaller parts. May or may stand alone as a word:
Paint (er) Pig(sty)
(in)flate
(in)ept
(in)trepid



(de)funct
(over) whelm



14. stem

the part of a word to which grammatical inflections are added.

the [] can consist of

1) one root morpheme:
dogs

2) two root morphemes (compound [])
blackbirds, crowbars

3) root morpheme plus derivational suffix:
inventions



15. coinage/novel creation

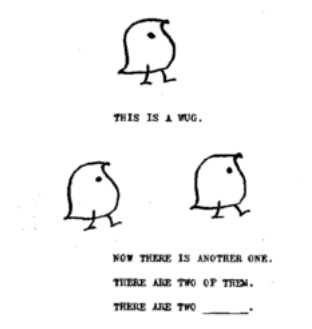
word formation process in which a new word is created deliberately or accidentally without using other word formation processes and often from seemingly nothing: googol, bling





16. **nonce words**

a lexeme created for a single occasion to solve immediate problem of communication - can become part of the language
fluddle
wug



17. **Allomorph**

A variant form of a morpheme such as the voiceless plural marker in cats and the voiced plural marker in dogs

18. **borrowing**

a word from one language is borrowed directly into another language
algebra (Arabic)
pizza (Italian)

$$3x + 2$$

19. **calquing**

borrowed word or phrase is translated from one language to another
beer garden - Biergarten (German)
pineapple pijnappel (Dutch)



20. Acronyms

taking the initial letters of a phrase and making a word
Scuba: self-contained underwater breather apparatus

Radar: RAdio Detection And Ranging (the first syllable is used)

They are pronounced as a word.



21. Initialism

words made on first letters of the phrase but not pronounced as one word.

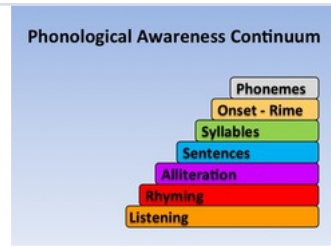
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22. Phonology

A branch of linguistics that studies the sound systems of languages.



23. Phonetics

The science which studies the characteristics of sounds used in speech, and provides methods for their description, classification and transcription.

i:	I	u	u:	Iə	eɪ	John's	Thank	you
ɪ	IT	BOOK	TOO	FEEL	DAY			
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ		
MEY	AMERICA	URSED	RIGHT	TOUR	NOI	DO		
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ		
CAT	NET	FACE	NOT	YEAR	ME	HOW		
p	b	t	d	tʃ	dʒ	k	g	
PO	BE	TIME	DO	CRUNCH	EDGE	GO	DO	
f	v	θ	ð	s	z	ʃ	ʒ	
FEY	VERY	THINK	THE	SEX	DO	SECRET	CARDINAL	
m	n	ŋ	h	l	r	w	j	
MILK	NO	ING	BELLO	LIFE	BRAD	WINDOW	YES	

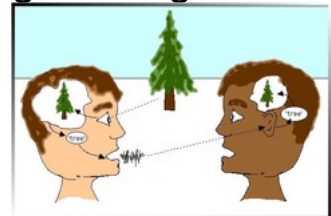
24. Synchronic analysis

The analysis of a language at a particular point in time



25. Diachronic Analysis

Analysis of language change through time



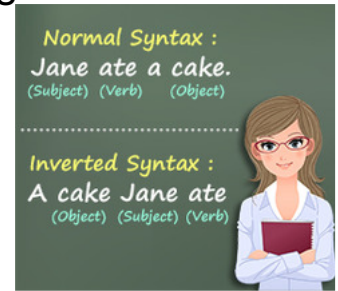
26. Diachronic Linguistics / Comparative Philology / Historical Linguistics

In this dimension of linguistic investigation, languages are studied from the point of view of their historical development



27. Syntax

The rules governing the way words are combined to form sentences in a language.



28. Etymology

The study of the origin of words and the way in which their meanings have changed throughout history, diachronic semantics.

boot (1) "footwear," c.1325, from O.Fr. *bote*, with corresponding words: Prov. and Sp., of unknown origin, per from a Gmc. source, originally for rid boots only. The verb meaning "kick" is Amer.Eng. 1877; that of "eject" is from

29. Semantics

A major branch of linguistics devoted to the study of meaning in language. The study of the relations between linguistic expression and the objects in the world which they describe.





30. A productive rule of language

A pattern is [] if it is repeatedly used in language to produce further instances of the same type. E.g. the present participle affix -ando in Spanish is [] , in that any new -ar verb will be assigned this affix for the gerund form.

31. Non-productive / unproductive patterns; semi-productive forms

The change from mouse to mice is a [] plural formation - new nouns would not adopt it, but would use instead the productive s-ending pattern. Ironically, its name is a [] form where there is a limited or occasional creativity, e.g. happy - unhappy, but not sad - unsad.



32. deep structure / underlying or base structure

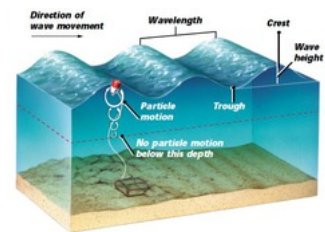
A term first used by linguist Charles Hockett in 1958 and popularized in the 60's by Chomsky. It is the central theoretical term in his transformational grammar (Chomsky). It is the abstract syntactic representation of a sentence - an underlying level of structural organization which specifies all the factors govern-



ing the way the sentence should be interpreted. This level provides info which enables us to distinguish between the alternative interpretations of sentences which have the same ambiguous surface form, e.g. Flying planes can be dangerous (planes which fly? To fly planes?). In a simplified view, [] []s can be seen as derivation trees of a context-free language.

33. Surface structure

Grammar operates by generating a set of abstract deep structures, subsequently converting these underlying representations into [] [] by applying a set of transformational rules. The term is also sometimes used as an informal term for the superficial properties of the sentence.



34. Language families

A set of languages deriving from a common ancestor, or 'parent,' e.g. the Indo-European [] consists of the daughter languages Sanskrit, Greek, and Latin, which all developed out of Proto-Indo-European.



35. **Sub-families**

Groupings within a family, such as Romance languages within the Italic family

The Italic languages are a branch of the Indo-European language family, originally spoken by Italic peoples. They include Latin and its descendants (the Romance languages), as well as a number of extinct languages of the Italian Peninsula, including Umbrian, Oscan, Faliscan, South Picene, and possibly Venetic and Sikel.

With over 800 million native speakers, the Italic languages are the second most widely spoken branch of the Indo-European family, after the Indo-Iranian languages.

36. **Indirect communication**

[] [] happens when a speaker's true intentions are hidden. Speakers will not make a direct statement or directly answer a question that might cause



tension or result in an uncomfortable situation. They are more likely to say "maybe" or "possibly" when the true answer is "no".

37. Pragmatics

One of the three major divisions of semiotics (along with semantics and syntactics).

[] focuses on conversational implicature, which is a process in which the speaker implies and a listener infers. Simply put, [] studies language that is not directly spoken. Instead, the speaker hints at or suggests a meaning, and the listener assumes the correct intention.

[] is seen as an understanding between people to obey certain rules of interaction. In everyday language, the meanings of words and phrases are constantly implied and not explicitly stated. In certain situations, words can have a certain meaning. You might think that words always have a specifically defined meaning, but that is not always the case. [] studies how words can be interpreted in different ways based on the situation.



38. Discourse analysis

The use of grammatical, phonological and semantic criteria (e.g. cohesion, anaphora, inter-sentence connectivity) to discover linguistic regularities in discourses, a continuous stretch of language larger than a sentence - a set of utterances constituting a speech event (e.g. a conversation, a joke, a sermon, an interview).

39. Discourse markers

Language items used to either indicate some kind of change of direction in the discourse (e.g. anyway, actually, well, as I was saying), or to appeal to the listener in some way (e.g. Right?).

40. Theory of speech acts

"How To Do Things With Words" was a book published by British philosopher John Austin in 1962, dealing with his Theory of [] [].

41. Locutionary act

In the theory of speech acts, this is the performance of an utterance and its meaning

42. Illocutionary Act

The social function of what is said; what a speaker does in uttering a sentence (e.g. stating, questioning,



ordering, promising, apologizing, appointing, and so on).

43. Felicity Conditions

Conditions that must be in place and the criteria that must be satisfied for a speech act to achieve its purpose

44. Qualities of Performative Verbs

They are VOLUNTARY (such as denying X), they can only be performed with words (denying X requires words), and you may use them with HEREBY (I hereby deny X).

45. Qualities of Nonperformative verbs

Involuntary acts ('knowing X' is involuntary), act can be performed without words ('knowing X' doesn't require words), and they can't be used with HEREBY ("I hereby know") are the qualities of [] [].

46. Stephen Krashen's theory of comprehensible input

This man's theory posits that oral communication skills develop best when language learners are exposed to language structures that are just beyond their level of comfort within the second language.

47. Joselito, Josito, Joselillo, Josico or José

Diminutives of José (5), also called hypocoristics

48. José is an example of []



Apocopation (back or final clipping) of "José Antonio"

49. Double Hispanic surnames

The father's surname comes first, then the mother's, unless the former is very common. E.g. Federico García Lorca, Pablo Ruiz Picasso. Still, in a list they will be alphabetized by first surname. Spanish gender equality law (1999) allows for transposition, but all siblings must be the same.

50. Foundling surnames

They were sometimes named toponymically, or Iglesia(s), Cruz, Blanco, Expósito, Gracia"

51. Performatives

J.L.Austin's term which, in the first stage of his speech act theory, refers to utterances in the uttering of which, in appropriate circumstances, one performs particular actions. [] contrast with constative utterances, which describe actions or states.

52. Initial/fore clipping, or apheresis (give examples)

Retains the final part of the prototype. E.g. coon, gator, roach.

53. Apocope, or final/back clipping

Dropping the end of a word, often an unstressed vowel or vowel + nasal. E.g. photo (from photo-



	graph). Names often undergo [] (e.g., Barb, Ben, Deb, Steph, Theo, Vince).
54. Grande - gran, bueno - buen, tanto - tan, uno - un, ciento - cien, primero - primer, tercero - tercer	Grammatical apocopations in Spanish (mandatory forms) Name seven.
55. Palabras agudas or oxítonas, no llevan tilde si terminan con consonante menos la *n* o *s.*	Words with stress on the final syllable. When don't they have a written accent?
56. Palabras graves o llanas, no llevan tilde si terminan con vocal, n, o s. Se llaman 'paroxítonas' también.	Palabras que llevan la intensidad de la voz en la penúltima sílaba (índice la regla).
57. Palabras esdrújulas o proparoxítonas - siempre llevan tilde	Palabras que llevan la intensidad de la voz en la antepenúltima sílaba.
58. LAS PALABRAS SOBRESDRÚJULAS	Palabras que llevan la intensidad de la voz en la sílaba anterior a la antepenúltima sílaba. Todas llevan tilde. Generalmente son verbos que van unidos a los complementos indirecto y directo o son adverbios.
59. Perú - acción - sofá - café - organización - vudú - capitán - rubí - francés - sillón - camarón - país - japonés - león - quizás	Ejemplos de palabras agudas CON tilde
60. árbol - cárcel - ángel - difícil - túnel - azúcar - lápiz - césped - fácil - útil - carácter - débil - carácter	Ejemplos de palabras graves CON tilde
61.	



problema - adulto - martes - zapato - volumen - niño - pesca - Amazonas - tasa - piso - corazones - examen Ejemplos de palabras graves SIN tilde:

62. **América - Bélgica - Sudáfrica - música - miércoles - sílaba - máquina - gramática - económico - pájaro - plátano - séptimo - cuídate - brújula - gótico - hígado - ejército - características - cállate - dámelo - fósforo - cáscara - cerámica - oxígeno - didáctico - válido** Ejemplos de palabras esdrújulas

63. **cuéntamelo - devuélveselo - éticamente - fácilmente - explícaselo - rápidamente - juégatela - véndemelo - repíteselo - frívolamente - ágilmente - ábremelo - dígaselo - cálidamente - difícilmente - dibújamelos - dócilmente - gánatela** Ejemplos de palabras sobresdrújulas

64. **Los hiatos** Separación de dos vocales en dos sílabas
<https://www.unprofesor.com/lengua-espanola/ejemplos-de-hiatos-1355.html>

65. **Los diptongos** Son la unión de dos vocales en una sílaba.

66. **In the sentence "Maria's hair is longer than Ichiko's," is the -er suffix in italics an example of an inflectional or derivational morpheme? How do you know?** This example is an inflectional morpheme since there is no category change, just a comparative change.

67. **Syntactic/syntactical (give examples)** Adjective for syntax - Two examples using "[]":
The meaning of any unit depends heavily on the [], semantic, and pragmatic



context in which the unit is located.

Parentheses are used for [] grouping, and commas for [] separation.

68. Cohesion

The property of unity in a written text or a segment of spoken discourse that stems from links among its surface elements, as when words in one sentence are repeated in another, and esp. from the fact that some words or phrases depend for their interpretation upon material in preceding or following text, as in the sequence: "Be assured of this. Most people do not want to fight. However, they will do so when provoked," where "this" refers to the two sentences that follow, "they" refers back to "most people," "do so" substitutes for the preceding verb "fight," and "however" relates the clause that follows to the preceding sentence.

69. Coherence

The property of unity in a written text or a segment of spoken discourse that stems from the links among its underlying ideas and from the logical organi-



zation and development of its thematic content.

70. Anaphora

The repetition of words or phrases at the beginning of consecutive lines or sentences

**71. Intra-sentence connectivity
Inter-sentence connectivity**

[]-[] [] would refer to connections inside a sentence.
[]-[] [] would refer to connection between sentences.

72. Subordinating conjunctions (examples)

A [] [] is a word which joins together a dependent clause and an independent clause to form a complex sentence. Examples: if, unless, although, because, when, after, before, until, even though, whereas, while, as, since. Show cause & effect, contrast, time.

73. Coordinating Conjunctions (FANBOYS) They are: for, and, nor, but, or, yet, so.

A [] [] is a word which joins together two independent clauses which are both equally important, forming a compound sentence. There are seven: name them.

74. Syntactics

The study of the relationship of words to one another

75. False cognates

Words that sound similar in L1 and L2 but have



a different meaning (they may have the same origin). E.g. exit (English)- to go out, leave; exito (Spanish) - success. Embarazada (Sp) means pregnant, not embarrassed.

76. Correlative Conjunctions

Always travel in pairs, joining various sentence elements that should be treated as grammatically equal. Examples:
both . . . and (y... + a la vez)
not only . . . but also (no solo... sino también)
not . . . but (no... sino)
either . . . or (entre... o)
neither . . . nor (ni... ni)
whether . . . or (ya sea que... o)
as . . . as (tan... como)

77. lexicon

(n.) a dictionary of a language; the special vocabulary of a person, group, or subject; a compendium

78. Oxymoron

A figure of speech that combines opposite or contradictory terms: pretty ugly, same difference, deafening silence

79. Euphemism

A mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.



80. **Homonyms**

Two words that sound alike and are spelled alike but have different meanings. The pitcher drank a pitcher of water. People loosely refer to homophones as [].

81. **Homographs**

Words that are spelled the same but are pronounced differently and have different meanings - eg. lead (to go in front of)/lead (a metal)

wind (to follow a course that is not straight)/wind (a gust of air)

bass (low, deep sound)/bass (a type of fish)

82. **Homophones**

Words that sound exactly alike, but have different spellings and meanings. E.g. to/two/too; there/their/they're

83. **Sapir-Whorf Hypothesis**

The particular language we speak determines or influences our thoughts and perceptions of the world

84. **In the sentence "Maria's hair is longer than Ichiko's," is the -er suffix in italics an example of an inflectional or derivational morpheme? How do you know?**

Inflectional since there is no category change, just a comparative change.

85. **Indo-European language family (phylum)**



Language family including the Germanic, Celtic, Romance and Slavic subfamilies that is spoken by 50% of the world's people, mostly in the Western Hemisphere and in Iran, and northern India, and historically also predominant in Anatolia and Central Asia. It has about 439 languages and dialects. It is significant to the field of historical linguistics as possessing the longest recorded history after the Afro-Asiatic family.

86. **Performatives**

J.L.Austin's term which, in the first stage of his speech act theory, refers to utterances in the uttering of which, in appropriate circumstances, one performs particular actions. Performatives contrast with constative utterances, which describe actions or states.

87. **Well-formed formula (WFF) - Chomsky's example**

Alternative term for "grammatical:" - they can however be nonsensical, as in Chomsky's famous "Colorless green ideas sleep furiously."

88. **grammar**

In the usual popular interpretation of the term, it is a set of rules that



specify how the units of language can be combined to produce meaningful messages. [] is a level of structural organization which can be studied independently of phonology and semantics, and generally divided into branches of morphology and syntax.

89. ISO 639-3

Codes for the representation of names of languages - Part 3. It is widely used in computer and information systems, such as the Internet, in which many languages need to be supported. In archives and other information storage, they are used in cataloging systems, indicating what language a resource is in or about. The codes are also frequently used in the linguistic literature and elsewhere to compensate for the fact that language names may be obscure or ambiguous.

90. Glottolog

A bibliographic database of the world's lesser-known languages, developed and maintained first at the former Max Planck Institute in Germany. [] lists the Indo-European family as



the third largest with 585 living languages.

91. Ethnologue

An annual reference publication in print and online that provides statistics and other information on the living languages of the world. Published annually by SIL International, a U.S.-based (Dallas, TX), worldwide, Christian non-profit organization. [] lists the Indo-European family as the fifth largest with 444 living languages.

92. Exonym /xenonym (xeno-Grk: foreign)

An external name for a geographical place, a group of people, an individual person, or a language or dialect. It is a common name used only outside the place, group, or linguistic community in question.

93. endonym or autonym

The name used by a particular group to refer to their own group. It is their name for themselves, their homeland, or their language. E.g. "Castellano" and "Español" vs. the exonym "Spanish."

94. Indo-European Languages

A major language family which branches into ten subgroups including Italic, from whence come Latin and its descendants, the Romance lan-



guages; and Germanic, from which descend English, German, Dutch, Danish, Swedish, Yiddish, etc; and eight other sub-families such as Indo-Iranian, Balto-Slavic, Armenian, Hellenic & Greek, and Celtic. Today, [] [] are spoken by almost 3 billion native speakers across all inhabited continents, the largest number by far for any recognized language family.

95. Proto-Indo-European (PIE)

A prehistoric unrecorded language that was the ancestor of all Indo-European languages. [] is estimated to have been spoken as a single language from 4500 BC to 2500 BC during the Late Neolithic to Early Bronze Age

96. macrofamilies

Sets of language families that appear to have descended from a common ancient language (same as phyla). For example, the Celtic, Germanic, Slavic, Italic, and Indo-Iranian language families are branches of a larger Indo-European language [].

97. The Freudian slip, according to Rudolph Meringer

Accidental shifts of linguistic units while deep



structure converts to surface structure. Examples are anticipation, or forward error, when a sound that comes later in the sentence is inserted prematurely. There is also perseveration, or backwards error, when a node for a sound remains active too long. Spoonerisms happen when both these phenomena occur simultaneously. Malapropisms happen when similar words that are more often used substitute for the needed word.

98. **Meter la pata / estirar la pata**

blow it/kick the bucket (lit. stick in/stretch the paw)

99. **tomarle el pelo/meter la nariz/estar en la luna**

pull one's leg (tease)/stick one's nose/space out

100. **echar sapos y culebras (medievally demonic toads & snakes) tragar sapos y culebras**

rant & rave, turn the air blue, curse and swear/ put up with shit

101. **A speech feature such as stress, rhythm, tone, or word juncture that accompanies or is added over consonants and vowels; these features are not limited to single sounds but often extend over syllables, words, or phrases.**

Suprasegmental, also called Prosodic Feature

102. **In Spanish the stress accent is often used to distinguish between otherwise identical words: término means "term," término means "I terminate," and terminó means "he terminated." Stress in Spanish is conveyed by vol-**

A functional suprasegmental in Spanish



ume, whereas in English the stressed syllable changes tone and meter (is lengthened).

103. In Mandarin Chinese, tone is a distinctive suprasegmental: shih pronounced on a high, level note means "to lose"; on a slight rising note means "ten"; on a falling note means "city, market"; and on a falling-rising note means "history." English "beer dripped" and "beard ripped" are distinguished by word juncture.

Functional suprasegmentals in Chinese and English

104. Two consecutive consonants will generally belong to separate syllables. However, if the second consonant in a consonant pair is r or l, the consonant pair is not separated into different syllables. (a-p- car, ca-rro).

Syllabification of two consecutive consonants (eg. aplicar, carro, enloquecer, desorden, Atlántico).

Words that begin with prefixes often violate the above rules. For example the syllabification of enloquecer is en-lo-que-cer. Des is a prefix, so it remains a whole syllable. Des-or-den.

In Puerto Rico and most of Spain, the consonant cluster tl is divided into separate syllables. For example, the syllabification of atlántico is at-lán-ti-co.

In other regions, such as Mexico and the Canary Islands of Spain, the consonant cluster tl is not divided into separate syllables.

105. When three consonants appear together, the first one will generally belong to the previous syllable. (In-glés, com-pre-sar, but cons-tan-te). When three consonants appear together, the last one will belong to a different syllable, unless it is an r or an s. Hmmm...

Syllabification of three consonants (inglés, compresar, constante).



106. **Two weak vowels together form a diphthong and are not separated into different syllables. Example: fui** Diphthongs and hiatuses

A weak vowel and a strong vowel together form a diphthong and are not separated into different syllables. Example: Juan

Two strong vowels together form a hiatus and are separated into different syllables. Example: Leo

A tilde placed over a letter changes the above pronunciation rules, and the accented letter must be separated from any surrounding vowels. Example: mío

107. **Morphophonemic changes**

Phonological or sound modifications that result when morphemes are placed together. Stem-changing verbs have the change when the syllable is unstressed.

108. **Spanish has a number of [] forms that may be used with or as substitutes for names, such as señor or caballero ("Mr.", "Sir", "Gentleman"); señora ("Madam", "Mrs.", "Lady", "ma'am") and señorita ("Miss", "young lady"); licenciado for a person with bachelor's or a professional degree (e.g., attorneys and engineers); maestro for a teacher, master mechanic, or person with a master's degree; doctor ("doctor"); etc. Also used is don (male) or doña (female) for people of rank or, in some Latin American countries (e.g., Puerto Rico), for any senior citizen. In some Latin American countries, like Colombia, "Doctor"**

Honorifics



is used for any respected figure regardless of whether they have a doctoral degree (for instance Colombian presidents are often referred to as Doctor ____); likewise "Maestro" is used for artistic masters, especially painters.

Additionally, older people and those with whom one would speak respectfully (e.g., one's boss or teacher), are often addressed as usted, a formal/respectful way of saying "you" (e.g. Dra. Polo, ¿cómo está usted? Dr. Polo, how are you?). The word usted historically comes from the honorific title vuestra merced (literally "your mercy"). Intimate friends and relatives are addressed as tú. In some regions, addressing a relative stranger as tú can be considered disrespectful or provocative, except when it's directed to a person notably younger than the speaker, or in an especially informal context.

109. [] [] has been used as a source of humor in certain situations. For example, the Mexican character El Chapulín Colorado once said Idiom conflation

"Mas vale pájaro en mano que dios lo ayudará...no, no...Dios ayuda al que vuela como pájaro...no... bueno, la idea es esa."
meaning "A bird in the hand will get the worm...no, wait...The early bird is worth two in the bush...no... well, that's the idea." by combining two popular expressions:

"Más vale pájaro en mano que cientos volando" ("A bird in the hand is worth two in the bush.")

"Al que madruga Dios lo ayuda" ("The early bird gets the worm.")



110. Supersegmentals - stress & rhythm - English vs. Spanish

Spanish is "Syllable-timed," having a rhythm ticked off by relatively even syllables, each one receiving one quick beat called a "mora." English is "stress-timed," having a rhythm based on the regularly recurring stresses of groups of syllables called "feet." Each foot leads off with one strongly stressed syllable followed by lesser stressed satellites. Stressed syllables are held out while unstressed ones are shortened and squeezed in around the stressed ones.

**111. "Large dogs want meat" (all content words):
DUM DUM DUM DUM.
"The larger dogs are wanting some meat"
(Adding unstressed morphemes will not add more feet):
di DUMdi DUMdi DUM didi DUM**

Give an example of a stress-timed sentence.

112. Spanish uses fewer pitches and pitch variation than English (three vs. four different pitches, and they are more narrowly spaced). Intonation patterns have many similarities: for example, simple declarative sentences have a slight rising tone at the very beginning, and a falling tone at the end. Information questions tend to also use a falling tone in both languages, though sometimes a rising tone in Spanish. Yes/no questions use a rising tone in both languages. Tag questions are rising in both languages. Choice questions

Spanish vs. English intonation



use a rising tone on the first possibility/ies, followed by a falling tone on the last one.

113. In [], there is no distinction between the s, z, Seseo and soft c sounds - they are all pronounced as the voiceless alveolar sibilant /s/. 90% of Spanish speakers worldwide use seseo - in most of Latin America, as well as in the Canary Islands and in some areas of Andalusia.

114. [] is a phenomenon found in a few dialects of southern Spain in which /s/ and /_/are not distinguished and there is only one coronal fricative phoneme realized as [s], a sibilant sounding somewhat like [],but not identical. Ceceo is found primarily in some varieties of Andalusian Spanish, although some linguists report that there is some evidence of it in parts of Argentina and Chile, Puerto Rico, Honduras, and Venezuela.It is a largely rural pronunciation and is often stigmatized.

115. [] refers to the differentiated pronunciation of the two Spanish phonemes written èsé and èzé or ècé (only before èeé or èié, the so-called "soft" ècé):

èsé represents a voiceless alveolar sibilant /s/ (either laminal as in English, or apical); èzé and soft ècé represent a voiceless dental fricative /_/ (the èthé in think).

This pronunciation is the standard on which Spanish orthography was based, and it is universal in Central and Northern parts of Spain, except for some bilingual speakers of Catalan and Basque.

While an urban legend attributes the presence of the dental fricative to a Spanish king with a lisp, the various realizations of these



coronal fricatives are actually a result of historical processes that date back to the 15th century.

116. Toki Pona

[] is an oligoisolating constructed language, first published as draft on the web in 2001 and then as a complete book and e-book Toki Pona: The Language of Good in 2014. It was designed by translator and linguist Sonja Lang of Toronto.

Toki Pona is a minimal language. Like a pidgin, it focuses on simple concepts and elements that are universal among cultures. Lang designed Toki Pona to express maximal meaning with minimal complexity. The language has 14 phonemes and 120-125 root words

**117. ser pan comido - - - estar como una cabra
no tener pelos en la lengua
tirar la casa por la ventana
quedarse con la boca abierta/quedarse de
piedra**

to be a piece of cake - - - to
be a little nuts/crazy
to be a straight shooter, to
tell it how it is
to spare no expense
to be stunned

118. A [] is a grammatically simplified means of communication that develops between two or more groups that do not have a language in common: typically, its vocabulary and gram-

A pidgin, or pidgin language



mar are limited and often drawn from several languages. I

119. Estar más sano que una pera	To be fit as a fiddle
Empezar la casa por el tejado	To put the cart before the horse
Estar más sano que una pera	To be fit as a fiddle
Tener un humor de perros	To be in a bad mood
Ponerse de mala leche	To get into a bad mood
Tener más lana que un borrego	To be loaded [with cash]
Tener memoria de pez	To have a bad memory
