

1. Turkish

Look at the following words of Turkish. Based on these examples, what is the rule for forming plural nouns in Turkish?

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|----|---------------------------------|------------------------------|
| a. | el 'hand' | eller 'hands' |
| | elim 'my hand' | ellerim 'my hands' |
| c. | göz 'eye' | gözler 'eyes' |
| | gözüm 'my eye' | gözlerim 'my eyes' |
| b. | ev 'house' | evler 'houses' |
| | eviniz 'your house' | evleriniz 'your houses' |
| d. | köprü 'bridge' | köprüler 'bridges' |
| | köprüden 'from the bridge' | köprüde 'on the bridge' |
| | köprülerden 'from the bridges' | köprülerde 'on the bridges' |
| | köprülerimden 'from my bridges' | köprülerimde 'on my bridges' |

How would you say:	my bridge:	my bridges:
	your bridge:	your bridges:
	from your bridge:	on your bridges:

What is the rule for the order of the root and suffixes?

2. Quiché

Here are some sentences in Quiché, a language spoken in Guatemala. Look at the sentences and their English translations, and figure out what each word and word part means. The odd symbols are just for spelling sounds in a phonetic alphabet; don't worry about them.

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|-------------------------------|--|
| a. k'itsik'ix le líbr | 'I read(present tense) the book' |
| b. kusik'ix le líbr | 'He reads the book' |
| c. k'ijwetamáx le kém | 'I learn the (art of) weaving' |
| d. kataxín k'ijwetamáx le kém | 'I continually learn the (art of) weaving' |
| e. kataxín kawetamáx le kém | 'You continually learn the (art of) weaving' |
| f. šijwetamáx | 'I learned (it)' |
| g. šuwetamáx le kém | 'He learned the (art of) weaving' |
| h. šasik'ix le líbr iwír | 'You read the book yesterday' |

_____	'I'	_____	'learn'	_____	'present tense'
_____	'he'	_____	'read'	_____	'past tense'
_____	'you'	_____	'the'	_____	'continually'
_____	'book'	_____	'weaving'	_____	'yesterday'

What is the order of subject, verb, object and tense in Quiché?

Consider the following data from Modern Irish Gaelic, and answer the questions below:

- | | |
|----------------------------|--------------------------|
| a) Phóg Liam Séan | "Liam kissed Sean" |
| b) Phóg Séan Liam | "Sean kissed Liam" |
| c) Rince an fear | "The man danced" |
| d) Phóg an fear an mhuc. | "The man kissed the pig" |
| e) Chonaic mé an mhuc mhór | "I saw the big pig" |
| f) Rince an bheán. | "The woman danced" |

1. What is the word order for the Subject, Verb and Object?
2. What is the order of articles (eg. 'the'), nouns and adjectives?
3. How would you say:

The big pig danced.

The big pig kissed Liam.

I saw the big woman.

The big man kissed the big woman.

Ling. 101

Tonga

Tonga is from the Bantu language family, and it's spoken in Zaire. Look at the following words (which can also be sentences by themselves) and figure out which part of the word means what.

tulalanga	'we look'
balalanga	'they look'
tulabona	'we see'
balabona	'they see'
tulamulanga	'we look at y'all' (i.e., you plural)
balamulanga	'they look at y'all'
tulamubona	'we see y'all'
balamubona	'they see y'all'
tulabalanga	'we look at them'
balabalanga	'they look at them'
tulababona	'we see them'
balababona	'they see them'

we	_____	us	_____	see	_____
they	_____	them	_____	look at	_____
y'all	_____				

What is the difference between 'we' and 'us'?

What order do the prefixes come in?

What is the rule for forming yes/no questions in English?

A. State a rule that accounts for how the question in (b) is formed from the statement in (a).
You should have ONE rule that accounts for all of the pairs.

Some vocabulary: *can, could, was, are, have, has, be, been will, would, is*
are "auxiliaries."

- 1) a. Kim can lift 100 pounds.
b. Can Kim lift 100 pounds?
- 2) a. Kim's parents will give Pat a ride to the concert.
b. Will Kim's parents give Pat a ride to the concert?
- 3) a. The assignments have been posted on the website.
b. Have the assignments been posted on the website?
- 4) a. The dog could have protected the house.
b. Could the dog have protected the house?
- 5) a. The students would have been keeping up if the homework had been easier.
b. Would the students have been keeping up if the homework had been easier?
- 6) a. Many stories about the origin of the universe have been told.
b. Have many stories about the origin of the universe been told?
- 7) a. Our core values are being undermined by today's youth.
b. Are our core values being undermined by today's youth?

B. Does your rule work for these sentences?

- 8) a. If the homework had been easier, the students would have kept up.
b. If the homework had been easier, would the students have kept up?
- 9) a. The only reading that Pat could understand has been taken off of the list.
b. Has the only reading that Pat could understand been taken off the list?

C. What is the yes/no question for the following sentences? What do you need to add to your rule?

- 10) a. The quick brown fox jumped over the lazy dog.
b. Beavers build dams.
c. Kim ate the whole pie.