

Linguistics 30Q. 4/1/05.

1. For M 4 April: Read the MWDEU entry on **preposition at end**.

Come to class with a list of technical terms the MWDEU uses in this entry. Try to figure out what the text means by them. (This isn't easy.) Be prepared to discuss problems you have in understanding them. Note: we are surely going to want to change some of this terminology.

2. For M 4 and W 6 April. Be prepared to discuss the following examples (and ones like them). What (if anything) would the MWDEU discussion have to say about them?

- a. Which foods have you given up?
- b. I know what you are thinking of right now.
- c. I don't know to what to attribute his nervousness.
- d. Kim is hard to listen to.
- e. Which parent does she take after?
- f. Which desserts do they particularly go for?

3. For W 6 April. Read the MWDEU entry on **up, adverb 2** (on "the particle transformation"). Try to figure out the distinction between "prepositions" and "particles" that MWDEU assumes, and be prepared to talk about this in class. (This is not easy or obvious.)

4. Begin collecting fortuitous data:

Keep a notepad or notebook with you. Use it to write down examples of usages you find of interest; these can be things you hear or read, or for that matter, things you say or write yourself. If it's something you heard or said, try to record as much of the utterance as possible, along with any information about the context of speech you think might be relevant. (Your friends will eventually get used to this strange habit of yours. Well, mine have.) For spoken stuff, also record information about when it was said, by whom, and in what kind of situation (friendly conversation, class lecture, news report on radio or tv, etc.). For written stuff, record information about where it appeared.

When in doubt, write it down anyway. Puzzling examples are often the most valuable.

Don't edit to make it "better" or "cleaner". I'm unshockable.

Don't try to drive and write down examples at the same time. Safety first.

Also collect things that people say *about* language, in particular about the syntax of English: decrying particular usages, citing "rules", etc.

5. For F 8 April, to turn in as written homework:

- a. Turn in some (at least three, no more than ten) collected examples, of "prepositions at end" or "prepositions in front" or things that look similar to these. For each example, briefly explain why it's of interest.

- b. Skim through MWDEU – it's full of fascinating stuff – and select *two* entries about syntactic usages (not word choices or spellings). You might want to look for usages that annoy you, or that you've been "corrected" on, or that you've never known there were supposed to be "rules" about. Summarize each entry briefly, paying special attention to technical terminology in the entry.