LING 432/830
Spring, 2019 Name: _____
Worksheet #5 *Stress & Metrical Foot structure*

We have learned that Hul'q'umi'num' has a very general process where unstressed vowels reduce to schwa. So, one important part of learning Hul'q'umi'num' pronunciation is knowing about the stress pattern. Let's start off by being able to identify stress in a language we all know: English. It has some similar properties to Hul'q'umi'num' stress, and one important difference. Then we will learn more about some of the ways to identify stress in Hul'q'umi'num'.

Preliminaries:

Stress is a rhythmic part of language, where there is a tendency to have an alternating pattern of stressed and unstressed syllables. Some languages just have one stressed syllable, either at the beginning or end, but English and Hul'q'umi'num' have a system where there can be more than one stressed syllable. The general way that linguists approach understanding stress patterns is that segments grouped into syllables, and then syllables are grouped into feet. Each foot has one and only one strong syllable, which is the stressed syllable. So, if there is more than one stressed syllable, there will be more than one metrical foot. The first step in identifying where the stress is, relates to determining how many syllables there are.

Q1: How many syllables are there in each of the following words?

*rabbit*_____ *apple* _____ *tomato*____ *photography* ____

t'ilum _____ *lumnuhw* _____ *'iluqut* ____ *le'lum'ut* _____

After figuring out how many syllables there are, we then need to figure out where the stress falls and see if we can find a general pattern for the language. Let's start with English then apply what we learn to Hul'q'umi'num'.

English stress:
In English, the vowel in the stressed syllable is longer, louder and has a higher pitch. Pitch is like the melody or tone you use when speaking and singing. Identify the stressed syllable in the words below. One way to do this is to hum the word or tap your finger to the word as you are saying it, so you are just focused on what vowels are longer, louder, have higher pitch, etc.

banana *happy* *photo*

Q1: What syllable is stressed counting from the end of the word?

English groups syllables into feet which have stress on the first syllable. There's a couple of different ways to indicate the grouping of syllables into feet.

One is to indicate the syllables with the following symbol: σ.
Then group the syllable units σ into feet: Ft.

Q2: Draw representations of the English words in Q1. above.

Not all the stress patterns can be predicted by just counting syllables. Sometimes we need to look at the types of syllables themselves [which we won't be doing today]. And quite often we find that adding a suffix shifts the stress.

Q3: Determine where the stressed syllable is for the following words.

photo *photograph* *photography* *photographic*

Q4: What happens to the vowels when stress shifts?

<u>Hul'q'umi'num' stress</u>

Some of the general trends we found for English can be found in Hul'q'umi'num'.

1) Unstressed vowels reduce to schwa. So, if there is a strong vowel, that is a good clue to the location of stress.
2) There is a tendency for the strong syllable to be the first syllable in a metrical foot
3) Suffixes and other word patterns can influence the location of stress.
4) There is also secondary stress, so we know that there can be more than one metrical foot in a word.

One aspect of Hul'q'umi'num' stress that is different from English relates to the types of vowels that prefer stress. Once again, schwa is special: it avoids being stressed. We can state this generalization as follows:

5) Stress tends to fall on a strong vowel, over schwa.

The general pattern, where strong syllables and strong vowels go together, can be found throughout the language with different word formation processes. For example, the vowel strengthening that occurs with progressives is an example where a weak vowel —schwa— is strengthened when it is in a strong syllable. Also, unstressed vowel reduction can be understood as preferring a weak vowel in a weak or unstressed position in the foot.

Most examples below come from Bianco (1996) *The role of sonority in the prosody of Cowichan*. There is still a lot to learn about syllable structure and stress, so these are just preliminary observations. We have seen lots of examples of point 1) above. Let's look at some examples that support 2) and 5).

Stress is marked with an accent over the stressed vowel, and all markings come from the work that Violet Bianco did for her MA thesis. The following will be groupings based on the vowel patterns and number of syllables.

(1) 2-σ words with initial stress

kw'áyukw	'to fish'
'éwu	'come here'
qélux	'digging stick'
xúlum'	'chiton'
mún'u	'child, offspring'

Q5: Where is the strong syllable in the metrical feet in (1)?

_____

There are also some words like the following.

(2) 2-σ words with final stress

shumén	‘enemy’
sqwuméy’	‘dog’
’usúp’	‘get finished with’
wutl’úts’	‘stumble’

Q6: Which words follow the principle in (5)? _____

Now let’s look at words with three syllables.

(3) 3-σ words with stress on second syllable

ts’uwxílum	‘Tzouhalem’
stutíwun	‘neices, nephews’
hwu’álum’	‘go back’
kwunánulh	‘over there’
tsul’équlh	‘yesterday’

Q5: Where is the foot located in the words in (3)? _____

Q6: Draw syllables and feet for the words in (3) in the space below.

(4)

há'yul'uq	wave
stl'éluqum	dangerous
námut kwu	(you are) welcome
páshuluqw	yellow cedar

Q7: Draw syllables and feet for the words in (4)

Q8: How is the location of feet different for the words in (4) and (5)?

It seems that locating the strong syllable of a foot on a strong vowel is more important than having a foot at the end of a word. Let's see where the preference is for the foot.

(5) 3-σ words with stress on first syllable

t-hwúmutsun	'September'
yuxwule'	'bald eagle'
sil'anum	'year'

Let's look at some spectrograms to see whether stressed syllables have a higher pitch, are longer and are louder.

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Worksheet 6: *Lexical Suffixes*

Let's look at the following words:

(1)

lhhw=elu	three people
lhhw=ey'lh	three children
lhhw=iws	three ducks
lhihw=a'qw	three fish (heads)
lhhw=elqlh	three pieces of game
slhihw=ulhp	three trees
lhuhw=nets	three root plants
lhhw=eenhw	three plan parts
lhhw=ulhtsup	three pieces of firewood
lhhw=unup	three plots of land
lhihw=uw't-hw	three houses
lhhw=uwulh	three canoes
lhhw=ulwut	three garments
lhihw=us	three dollars
lhhw=alus	three loops
lhihw=uy'us	three coils
lhhw=als	three spheres
lhihw=umutth'	three long thin objects
lhihw=utth'e'	three strands
lhihw=uqun	three containers
lhihw=e'le'ts	three loads
lhhw=umat	three pieces, piles

Q1: What is the root? Provide both the meaning of the root and the various different ways it is pronounced.

_____

The different pronunciations of the root arise be because different processes have changed the pronunciation of the root.

Q2: What is the base or underlying form of the root? _____

Q3. What processes occurred to change the pronunciation of the root?

_____

These suffixes are called lexical suffixes, because the meanings are easier to define than suffixes like *–ut*, and they have some properties similar to roots. There are about 120 lexical suffixes in Hul'q'umi'num' (Gerdts, Hinkson, Hukari, 2002). When a lexical suffix is attached to a root, the stress can stay on the root, or shift to the suffix, and can even cause the root vowel to delete.

The following vowel changes can also be found with some lexical suffixes.

(2) =a'qw 'head'

'atha'qwt	√'ath=a'qw=t	bake it
lhal'a'qwt	√lhel'=a'qw=t	aside, towards the wall: turn someone face toward wall
s'atha'qw	s=√'eth=a'qw	baked (potato, carrot), wrapped and baked by the fire
q'ikw'a'qwt	√q'ikw'=a'qw=t	bite its head
qw'uma'qwum	√qw'um=a'qw=m	pull out one's hair; lose hair
qw'uma'qwt	√qw'um=a'qw=t	pull out someone's hair; pull tops off (ex, dandelions)
t'xuma'qw	√t'xum=a'qw	six heads
yukw'a'qwt	√yukw'=a'qw=t	scrub it (head)
yum'q'a'qwt	√yumq'=a'qw=t	scrub someone's head ceremonially
yut'a'qwum	√yut'=a'qw=m	shampoo, scrub your head
yut'a'qwt	√yut'=a'qw=t	scrub someone's head

Q4. What vowel change occurs in the words above?

_____

Now let's look at the following words to see the vowel change.

(3) =tses 'hand'

nuqw'tsus	√naqw'=tses	put your hand on something dirty
quq'tsus	√qiq'=tses	handcuffed, hands or hand tied
qwul'utsus	√qwul'u=tses	cedar boughs
shulmuhwtsus	√shul=muhw=tses	rattles (hand rattles)
t'um'hwtsus	√t'em'hw=tses	gooseberry bush
ts'ultsus	√ts'al=tses	change hands (paddling, chop wood)
tth'ustsus	√tth'as=tses	hammer hand: get hit on the hand
skwuschus	s=√kwus=tses	adze
sts'ushtutsus	s=√ts'esht=tses	branch
sxutl'tsustun	s=√xetl'=tses=ten	form for gillnet=making (for ex, a wood square)

Q5: What vowel change occurs in the words in (3)?

_____

(4)

le'tsus	√le'=tses	basket: open=weave
hwme'tsustum	hw=√me'=tses=t=m	take it out of someone's hand

Q6: Why are the words in (4) unexpected?

_____

Hul'q'umi'num' avoids having a syllable ending in *u'*.

Q7: How is this observation helpful in understanding the pattern in (4)?

_____

The following list of words have another suffix with the shape =CeC

(5) =shen ‘foot’

’uxshun	√’ix=shen	scrape one’s foot accidentally
lhukw’shun	√lhikw’=shen	trip
nuqw’shun	√naqw’=shen	step on something dirty (esp. excrement)
xutl’shun	√xetl’=shen	rain, pouring rain (v.)
tth’usshun	√tth’as=shen	hammer foot: get hit on the foot
p’ulhqw’shun	√p’ulhqw’=shen	twist ankle
q’ulq’shun	√q’ulq’=shen	caught: foot gets caught
t’um’shun	√t’um’=shen	hit foot (get hit on the foot)
’ulhupshun	√’ulhep=shen	slip: foot slips (for ex while walking on board)
xwumshun	√xwum=shen	fast walker, walk fast

Q8: What vowel change occurs in the words in (5)?

_____

(6)

me’shun	√me’=shen	come off: shoe comes off
sq’a’shun	s=√q’a’=shen	partner
sts’e’shun	s=√ts’e’=shen	rapids

Q9: What is happening to the root vowel in (6)? Explain why.

_____

Now look at the words below. These have a change to the pronunciation of a consonant.

(7)

thul’shutun	√thil’=shen=ten	mat: foot=mat by the bed
puthshutun	√peth=shen=ten	mat: foot=mat by the bed
xutl’shutun	√xetl’=shen=ten	sail boom
mulhwshut	√mulhw=shen=t	grease the wheels
thuq’shut	√thq’u=shen=t	poke or pierce someone’s foot or leg
tl’eshut	√tl’e=shen=t	invite him/her to a dance, potlatch
yuxwshut	√yuxw=shen=t	release the handbrake
skw’i’shutun	s=√kw’i’=shen=ten	ladder, step=ladder

Q10: What change to the pronunciation of a consonant is happening?

_____

Finally, it is possible to make progressive verbs from words with lots of suffixes, as can be seen below.

(8) =shen and PROG

q'ulq'shut	√q'ulq'=shen=t	bind someone's foot
q'el'q'shut	√q'ulq'=shen=t=PROG	wrapping someone's foot
tl'umshenum	√tl'am=shen=m	try on shoes
tl'atl'um'she'num'	√tl'am=shen=m=PROG	trying on shoes

Q11: What is the progressive form based on? Put a check by the correct answer.

The non-progressive form? _____ Or the underlying root? ____

lemuls	√lem-els	look: select, choose
lumnuhw	√lem-nehw	see
lumnamu	√lem-nehw-amu	see you, saw you
hulil’e’lum’nuhw	√lem-nehw-DIM-PL-PROG	seeing little things
hiil’e’lum’nuhw	√lem-nehw-DIM-PROG	seeing little thing
lumnewut	√lem-nehw-ewut	see PASS
lumnum	√lem-nehw-m	see PASS
le’lum’num’	√lem-nehw-m-PROG	see: being seen PASS
lumlumnuhw	√lem-nehw-PL	see them
le’lum’nuhw	√lem-nehw-PROG	seeing it
lumstuhw	√lem-stuhw	show (him,her)
lumstalu	√lem-stuhw-alu	show you-people
lumstam’sh	√lem-stuhw-am’sh	show me
le’lum’stam’sh	√lem-stuhw-am’sh-PROG	showing me
lumstamu	√lem-stuhw-amu	show you
le’lum’stum’	√lem-stuhw-m-PROG	showing him/her something PASS
lemut	√lem-t	look at
hiil’e’lum’ut	√lem-t-DIM-PROG	looking at it DIM
lim’lum’et	√lem-t-DUR-PL	looking: keep looking, checking on
lumlemut	√lem-t-PL	look at them
lemlum’ut	√lem-t-PL-PROG	looking at them
le’lum’ut	√lem-t-PROG	looking at; looking after
lum’lum’ut	√lem-t-PROG-PL	looking at them several times, checking every once in a while
lamuthut	√lem-that	look at self, look after self
la’lum’uthut	√lem-that-PROG	looking after self, being careful (concerned)
lumtsunum	√lem-tsun-m	look around, as at a stop sign
lumulnust	√lem-ulnus-t	look at someone’s teeth
lemuxutun	√lem-uxen-ten	watchman
le’lum’i’lh	√lem-uylh-PROG	babysit
le’lum’uy’ulh	√lem-uylh-PROG	babysitting
lil’e’lum’ilh	√lem-uylh-PROG-DIM	babysit (young child babysitting a baby) DIM
lemilhtun	√lem-uylh-ten	babysitter