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Discussions 7 and 8

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1. **GERUNDS AND 'a-' PREFIXATION (Ns and Vs)**

The prefixation of 'a-' onto some gerunds is associated with Appalachian English, though most speakers of American English have intuitions about how it can be used.

Use the examples in (1) and your conclusions about the homework's final question to formulate a generalization about which '-ing' forms allow 'a-' prefixation.

- (1)
- a. \*Ida likes a-fishing.
  - b. Ida went a-fishing.
  - c. Ida began a-writing.
  - d. \*Ida admires a-writing

Does your generalization also account for the pattern of grammaticality judgments in (2)? If yes, then explain how it covers them. If no, then revise your generalization so that it can cover these cases.

- (2)
- a. Our writing class begins soon.
  - b. \*Our a-writing class begins soon.
  - c. The fishing expedition was canceled.
  - d. \*The a-fishing expedition was canceled.

## 2. Danish definite marking

Consider the following examples from Danish. Then answer the questions below.

- (3)
- a. hesten 'the horse'
  - b. \*den hest 'the horse'
  - c. \*gamle hesten 'the old horse'
  - d. \*den gamle hesten 'the old horse'
  - e. den gamle hest 'the old horse'

First, identify the definite markers. [Hint: There are two of them.]

Second, identify where each of definite marker shows up. That is, in which examples is each definite marker grammatical and why?

Note that the two definite markers are in **complementary distribution** in Danish. We'll talk more about this as a group – what do you think it means?