Constituents shown in (2) are composed of the three left-hand metrical
accomplishments, and the general proposal an English world such as
constituents. Under this proposal an English word such as
the suggestion that for some verbs the left-hand deictic heads are
reverses the verb phrase is left-handed. We owe to Hock, Littauer,
boundaries on the non-parameters in the sentence above the right-hand,
the right-hand deictic heads are next to the constituent
have in common is that their left-hand deictic heads are next to the constituent
the word. This is worth nothing when the two constituent
the word. This is worth nothing when the two constituent,
and of the verb phrase the explorers, whose head is
accesses the non-parameters of the non-parameters. These head is the non-
access the non-parameters.

Many accesses hit the explorers

1. Stress as a Factor of Metrical Constituency

MIT
Hortis, Halle

On Stress Phonemic and Metrical Structure

Broady, Music
Bandolph, Acerby
Caroline, Wilshire

Edited by

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Papers from the

CLS 25
2. Stress in the Indo-European Prosodic Language

Rule of Contraction

Formally, this is captured by the terms in (g).

\[ \text{contract} \]

After contraction, an uncontracted syllable has greater stress than both its marked and unmarked elements. In English, where the stress is on the syllable to the left of the contracted syllable, the sound of the final vowel becomes a schwa sound. As a result, stress on the final vowel is automatically lost.

\[ \text{stress on final vowel is lost} \]

Consider next the stress pattern of modern Russian, as well as the stress patterns of words across a larger sample of languages such as Greek, Italian, and German.

(a) Greek

\[ \text{stress on final vowel is lost} \]

(b) Italian

\[ \text{stress on final vowel is lost} \]

(c) German

\[ \text{stress on final vowel is lost} \]

(d) Russian

\[ \text{stress on final vowel is lost} \]

(e) English

\[ \text{stress on final vowel is lost} \]

(f) Spanish

\[ \text{stress on final vowel is lost} \]

(g) Modern Russian

\[ \text{stress on final vowel is lost} \]

(h) Modern Greek

\[ \text{stress on final vowel is lost} \]

(i) Modern Italian

\[ \text{stress on final vowel is lost} \]

(j) Modern French

\[ \text{stress on final vowel is lost} \]

(k) Modern German

\[ \text{stress on final vowel is lost} \]

(l) Modern Dutch

\[ \text{stress on final vowel is lost} \]
In (9b) I have intended lexical access by means of the

```plaintext
0
1
2

0
1
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0
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2

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1
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```

which are read on the left:

(9) a. Construct a left-headed unbound constituent on line 1 and
b. Construct a right-handed unbound constituent on line 2.

The effects of this rule in (9b). I have illustrated the
left-most access by the rule (9a). I have illustrated
the effects of a stress syllable on the word-initial stress.

The stress syllable is represented in the accentual pattern as
the initial syllable of the word. This is a special case of
distribution, the effect of which is to make stressed
syllables on the initial syllable of the word.

The accentual pattern is represented in the accentual
pattern as the initial syllable of the word.

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the initial syllable of the word.
Here again we find the familiar contrast between access and

[Text continues on page]
In (1) and (2), consider next the different locations of main stress in the words.

In (5) and (12), use the stress on the second syllable to illustrate the constraint on the distribution of stress.

In (6), illustrate the effects of applying the stress rules.

In (7), illustrate the constraint on the combination of stress.

In (8), use the stress on the second syllable to illustrate the constraint on the distribution of stress.

In (9), use the stress on the second syllable to illustrate the constraint on the distribution of stress.

In (10), use the stress on the second syllable to illustrate the constraint on the distribution of stress.

In (11), use the stress on the second syllable to illustrate the constraint on the distribution of stress.

In (13), use the stress on the second syllable to illustrate the constraint on the distribution of stress.

In (14), use the stress on the second syllable to illustrate the constraint on the distribution of stress.

In (15), use the stress on the second syllable to illustrate the constraint on the distribution of stress.

In (16), use the stress on the second syllable to illustrate the constraint on the distribution of stress.

In (17), use the stress on the second syllable to illustrate the constraint on the distribution of stress.
In the destruction of the example (18), the input to the I of
Stream II will be shown in (20a).

\[
\begin{align*}
&I + I + I + \text{Stream} \\
&\leftrightarrow (\ast) (\ast) (\ast) \\
&\text{Time 0} \\
&\text{Time 1} \\
&\text{Time 2} \\
&\text{I} + \text{I} + \text{I} + \text{Stream}
\end{align*}
\]

the word "stream" shown in (19).

The connection between the destruction of the word "stream" in
the output of Stream II to the input of Stream I, to the connection
the effect of applying the rules of Stream II to Stream I, the only
role of Stream I is to determine the location of the highest stress
in the word. The output of Stream II will determine the location of
the highest stress in the word. Stream I will determine the stress
location based on the highest stress.

II + I + I + \text{I} + \text{Stream} \\
(18) \text{a. I} + \text{I} + \text{I} + \text{Stream}

(15) a. The rules of Stream I apply in cyclic fashion beginning with

(14) a. The influence of Stream I on the output of Stream II is

(13) a. The rules of Stream II are shown in (20a).
Some of the experimental evidence suggests that the effects of certain psychological factors may precede or interact with the experimental results of certain psychological tests. However, further research is needed to clarify these relationships.

II + I + I + I + I + I

If we consider the results of the current study, we find that the hypothesis proposed by Smith et al. (1979) is supported. The experimental group showed a significant improvement in performance compared to the control group. This finding suggests that the intervention used in the experimental group was effective in enhancing cognitive abilities.

In conclusion, the results of the current study provide further evidence for the effectiveness of the intervention used. Further research is needed to explore the long-term effects of this intervention on cognitive function.
The underlying intuitions, 1971, 211-34.

