Name, ID:	Conference TA, time:	
Collaborators:		

Introduction to the Study of Language

LING 200 — Winter 2016

Due: Monday January 25th 11:59pm in PDF format on MyCourses.

Please make sure to include at the top your full name and student number (to be safe), the date, your conference TA and time. Please include the names of people you worked with in preparing this assignment (maximum three students per group, all with the same TA).

1 Part 1

1. Do the following consonants form a natural class? If so, define it. If not, define the generalization and its exception(s).

a. [∫, ʒ, tʃ, dʒ]
b. [r, 1, ŋ]
c. [p, b, m, w]
d. [v, ð, z, ʒ]
e. [d, n, s, z, r, 1]

2. Analyze the syllable structure of all syllables in the words: *address, tough, reclaim,*. (Use the appropriate IPA symbols for the consonants, but don't worry about the vowels, any approximation will be accepted.)



3. Which of the following words would be treated as minimal pairs?

nip, ride, fit, knee, deep, tip, frog, ripe, throat, lit, son, dig, light, threat, frock, bee, tap, cot, knit, sing, flea, leap, sea, weep

2 Part 2

1. Examine the distribution of [d] and [t] in the Finnish data below, and answer the questions that follow:

[madon]	'of a worm'	[kade]	'envious'
[kadot]	'failures'	[maton]	'of a rug'
[kate]	'cover'	[ratas]	'wheel'
[katot]	'roofs'	[radan]	'of a track'

- a. Are [t] and [d] separate phonemes, or allophones of the same phoneme?
- b. If your answer is "allophones of the same phoneme", justify your answer by stating a rule that governs the distribution of [t] and [d]. If your answer is "separate phonemes", justify this answer, referring to particular examples. Answer in an organized paragraph that includes examples and clearly indicates your reasoning.

2. Check YES or NO if the underlined letters are pronounced alike in both words of each pair. If your answer is NO, provide the appropriate phonetic symbols to indicate the difference between the two pronunciations.

YESNOEXAMPLE: table and stablex $[t^h]$ in table, [t] in stable.a. ten and attendb. line and toolc. ache and chaird. budding and abuttinge. tip and pit

- f. <u>cold</u> and <u>scold</u>
- g. *battery* and *bacterial*
- h. pharmacy and fantasy
- i. *pear* and *spare*
- j. <u>Ch</u>ris and clique

3. German exhibits alternations in the voicing of consonants. These alternations are illustrated by the following forms. ([B] is a voiced uvular fricative.)

[haːp]	[haːbən]	'to have'	imperative/infinitive
[ve:nt]	[vernqeu]	'to become'	imperative/infinitive
[zaːk]	[zaːgən]	'to say'	imperative/infinitive
[konl]	[korvən]	'to curve'	imperative/infinitive
[rajs]	[ĸajzən]	'to travel'	imperative/infinitive
[pɛʀk]	[pɛʀdə]	'mountain'	singular/plural
[kʁajs]	[kʁajzə]	'circle'	singular/plural
[mo:nt]	[moːndə]	'moon'	singular/plural
[∫taːp]	[∫tɛːbə]	'rod'	singular/plural

a. Your task is to account for the distribution of voiced and voiceless consonants. In order to do this, you must decide what kinds of consonants appear in the lexical entries for the various morphemes seen in the words above — and posit corresponding rules. There are two possible hypotheses. State both hypotheses explicitly, and illustrate how each one might work. At this point you should not argue for one hypothesis over the other.

b. Now consider the following forms (some of these forms also appeared above, they are repeated here for your convenience):

[haːp]	[haːbən]	'to have'	imperative/infinitive
[huːp]	[huːpən]	'to sound the horn'	imperative/infinitive
[ve:nt]	[ve:rqəu]	'to become'	imperative/infinitive
[ve:nt]	[ve:ʁtən]	'to value'	imperative/infinitive
[zaːk]	[zaːɡən]	'to say'	imperative/infinitive
[zak]	[zakən]	'to sink'	imperative/infinitive
[kont]	[korvən]	'to curve'	imperative/infinitive
[∫la:f]	[∫laːfən]	'to sleep'	imperative/infinitive
[rajs]	[ĸajzən]	'to travel'	imperative/infinitive
[rajs]	[rajsən]	'to tear'	imperative/infinitive

Argue for one of the hypotheses in (a) over the other based on the data provided in part (b).

Illustrate how the correct hypothesis accounts for all of the data with a few representative examples.

Argue against the alternative hypothesis by showing how it would have to be complicated in order to account for the data in (b).

c. Based on the data and your analysis, what can you tell about the "phoneme inventory" of German with respect to voiced and voiceless consonants?