Homework 2. Due February 6, 2008 at the beginning of class.

1. Identify the consonants represented in the drawings on the back of p. 1 of the Week 2 handout. The first one is done for you. Note that the 'wavy lines' used to represent voicing in the larynx might look like a single straight line in your photocopy. *(1 point)*

    [k]   [   ]   [   ]

    [   ]   [   ]   [   ]

    [   ]   [   ]   [   ]

    [   ]   [   ]   [   ]

2. Do exercise 3 on p. 1 of the Week 2 handout. In answering part (b), include a sentence explaining why the term '*g-dropping*' does/doesn't accurately describe this phenomenon. *(1 point)*

3. Answer questions (a)-(b) on p. 5 of the Week 2 handout (about /æ/-tensing). It will help you to read about Syllable Structure on p. 3 of the handout, which we didn't go through in detail in class. You do not need to answer question (c), although you may attempt it for extra credit. *(2 points)*

4. Consider the distribution of the front lax non-low vowels ε and I in the English of a Texan speaker *(2 points)*:

Spelling	IPA	Spelling	IPA	Spelling	IPA
let	lɛt	stem	stɪm	spill	spɪl
lit	lɪt	met	mɛt	hem	hɪm
Lynn	lɪn	string	strɪŋ	hymn	hɪm
Len	lɪn	went	wɪnt	strength	strɪŋθ
west	wɛst	spell	spɛl	deaf	dɛf
friend	frɪnd	red	rɛd	peg	pɛg

    a) Are ε and I in **overlapping** or **complementary** distribution in this dialect? In other words, can they occur in the same phonological context (overlapping distribution, like **p** and **p^h** in Korean, which can distinguish *minimal pairs*) or not (complementary distribution, like **p** and **p^h** in English, where there are no minimal pairs)? Give examples to support your answer.

    b) Based on your answer to the previous question, would you say that ε and I are two distinct phonemes in this dialect of English? Why/why not?

    c) There is one context where the distribution of ε and I is predictable and complementary. More specifically, there is a context where we *never* find ε, or where ε and I have **merged**, meaning the distinction between them has been lost. What is this context?

5. When speakers of different languages come into contact, they often adopt words from each other; such words are called **loanwords**. Loanwords that have been adopted into English fairly recently include *spaghetti, fajitas, sushi, garage, rottweiler, bazaar, Michigan, ginseng…*) In all of these cases, the usual (unpretentious!) English pronunciation is different from the pronunciation in the

source language in at least some respects. This is because part of the borrowing process involves **altering the word to fit the phonology of the borrowing language**. *(2 points)*

a) Consider the consonant inventory for **Hawaiian**. Notice that Hawaiian has relatively few consonant phonemes – only 8. What consonants are present in the English inventory and absent in the Hawaiian inventory? Don't just list the consonants, but describe the relevant categories they belong to in terms of place and manner of articulation.

Consonants	Labial	Alveolar	Velar	Glottal
Stop	p		k	ʔ
Fricative				h
Nasal	m	n		
Lateral		l		
Approximant	w			

b) Now look at the following loanwords from English into Hawaiian:

Source (English) word	Hawaiian word	Source (English) word	Hawaiian word
diamond	kaimana	pitcher	pika
ticket	kikiki	croquet	koloke
diphtheria	kipikelia	flour	palaoa
soap	kopa	king	kin
brush	palaki	Peter	pika
zodiac	kokiaka	Gilbert	kilipaki

What English consonants does the Hawaiian /k/ correspond to? What about Hawaiian /p/ and /l/? (List the English consonants as IPA symbols.)

i.   English _____ → Hawaiian /k/
ii.   English _____ → Hawaiian /p/
ii.   English _____ → Hawaiian /l/

Why do the consonants you listed in (ii) correspond to /p/ in particular, instead of /k/, /l/ or some other Hawaiian consonant?

c) Many of the Hawaiian loanwords contain 'extra vowels.' Why have these extra vowels been inserted? (Refer to p. 3 of your Week 2 handout.)

6. Make sure you can listen to the sound files at this website:
http://www.phonetics.ucla.edu/course/transcription%20exercises/fivesentences.htm
Then, for each of the dialect features listed below: (i) identify one dialect where the feature is found; and (ii) list all the words in the text that demonstrate the feature. *(2 points)*

a) fronting/centralization of /o/
b) hardening (turning into a stop) of the voiceless interdental fricative
c) raising, tensing and diphthongization of /ɛ/
d) 'r-lessness'