

Homework 3. Due February 13, 2008 at the beginning of class.

- 1) Do the exercise on the top of p. 4 of the week 3 handout. For each of the cases described in (a)-(f), list one or more corresponding terms from the column on the left. In (d), /ɣ/ is a voiced velar fricative. (2 points)
- 2) Answer question (c) on page 4 of the **Week 2** handout (about /ay/-raising). (1 point)
- 3) In the space below or on your own paper, draw a vowel chart for standard American English. Draw five arrows on the chart corresponding to the five changes involved in the **Northern Cities Chain Shift**, described on p. 3 of the Week 3 handout. Label the arrows 1-5, following the order in which they are listed in the handout. (This order is believed to be the order in which the vowels are shifting.) Then fill in the blanks below, using the first sentence as an example. (3 points)

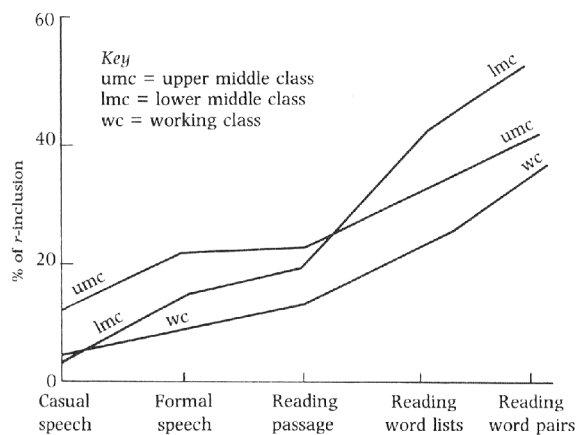
EX: The arrow labeled (1) represents the raising, fronting and diphthongization of the vowel æ, which causes a word like Ann to sound more like Ian.

- a) The arrow labeled (2) represents the _____ of the vowel _____, which causes a word like _____ to sound more like _____.
 - b) The arrow labeled (3) represents the _____ of the vowel _____, which causes a word like _____ to sound more like _____.
 - c) The arrow labeled (4) represents the _____ of the vowel _____, which causes a word like _____ to sound more like _____.
 - d) The arrow labeled (5) represents the _____ of the vowel _____, which causes a word like _____ to sound more like _____.
- 4) In certain parts of New England, people use what is sometimes called an 'r-less' dialect. Below are some forms from New England speech, compared with forms from the Midwest United States. Notice that while /r/ is missing in some New England words, this dialect is not completely 'r-less.' (The symbol that looks like a hook in example 5 is a voiced alveolar flap; it sounds very similar to a /d/.) Answer the following questions (2 points).

1. [kə]	[kar]	'car'
2. [bən]	[barn]	'barn'
3. [məri]	[məri]	'merry'
4. [pək]	[park]	'park'
5. [pa:ri]	[par:ri]	'party'
6. [raɪd]	[raɪd]	'ride'
7. [gəraʒ]	[gəraʒ]	'garage'
8. [ʃa]	[ʃar]	'jar'
9. [ʃarɪŋ]	[ʃarɪŋ]	'jarring'
10. [səri]	[sari]	'sorry'
11. [bɑ:ro]	[baro]	'borrow'
12. [kɑ:ɪnðəgəraʒ]	[kɑ:ɪnðəgəraʒ]	'car in the garage'
13. [ʃarəvʃəm]	[ʃarəvʃəm]	'jar of jam'
14. [kɑ:bɑɪðəgəraʒ]	[kɑ:bɑɪðəgəraʒ]	'car by the garage'
15. [ʃɑ:fɔ:ʃəm]	[ʃɑ:fɔ:ʃəm]	'jar for jam'

- a) What is the general principle that accounts for the absence of /r/ in this New England dialect? In other words, under what conditions is /r/ deleted? Answer in 1-2 sentences.
- b) Based on your answer to the previous question, transcribe the following sentence in the IPA as you think it would be pronounced in this New England dialect: *Park your car in Harvard Yard.*

The graph below shows results from Labov's study of /r/ deletion in New York City. Briefly answer the following questions (refer to Meyerhoff ch3 and ch8 for background) (2 points).



- a) The x-axis in this graph is meant to represent a continuum. Which end of the axis (right or left) is assumed to be closer to **vernacular** speech?
- b) In this particular graph, the x-axis is unlabeled. How would you label it (i.e., what is a good cover term for the categories on the x-axis)?
- c) Circle the part of the graph that demonstrates the effects of **hypercorrection** (if you're writing your homework on a separate piece of paper, include a sketch of the graph with the relevant part circled).
- d) The kind of hypercorrection seen here is taken to be an indication of (circle all that apply):
- Negative concord
 - Linguistic change in progress
 - Change from above
 - Change from below