

Part I: Distinctive Features

Do all of Exercise 7. [CL p. 104, Ch. 3]

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|------------------|------------------|
| a) [θ] [ð] _____ | g) [ɪ] [i] _____ |
| b) [p] [f] _____ | h) [k] [g] _____ |
| c) [u] [ʊ] _____ | i) [ʌ] [ə] _____ |
| d) [i] [e] _____ | j) [s] [θ] _____ |
| e) [b] [m] _____ | k) [e] [ɛ] _____ |
| f) [s] [ʃ] _____ | l) [u] [o] _____ |
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Part II: Spanish Problem (from *The Language Files*, 6th ed., Ohio State University)

Consider the segments [d] and [ð] in the data below. Determine whether they are separate phonemes or whether they are allophones of the same phoneme. Provide explicit evidence (i.e., refer to concrete examples from the given data) in favor of your conclusion. If you believe that they are allophones, be sure to include a description of the different environments in which you find [d] versus [ð]. (Remember: when describing phonological environments, try to be as general as possible--i.e., look for patterns and generalizations.)

<i>Spanish</i>	<i>English gloss</i>	<i>Spanish</i>	<i>English gloss</i>
1. [drama]	drama	7. [komiða]	food
2. [dolor]	pain	8. [anda]	beat it
3. [dime]	tell me	9. [sueldo]	compensation
4. [kaða]	each	10. [durar]	to last
5. [laðo]	side	11. [toldo]	curtain
6. [oðio]	hatred	12. [falda]	skirt

Part III: Mokilese Problem

Consider the Mokilese data given in Exercise 3 (p. 102 of your textbook). Instead of answering the questions in the book, answer the two questions below:

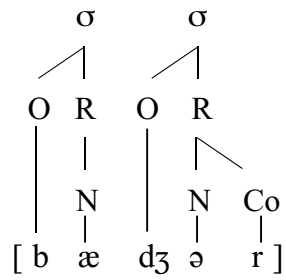
(1) The segments [i] and [i̥] are in complementary distribution. [u] and [u̥] are also in complementary distribution. Describe the different environments in which you find these different allophones. (Your answer should list the environments for each of the four segments. Describe the environments in general terms, referring to natural classes; do not list individual segments as part of your description of the environments.)

(2) Write a descriptive generalization accounting for the appearance of the voiceless allophones of /i/ and /u/. (You should write a single generalization covering both.) Be as general as possible when referring to classes of sounds.

Part IV: Syllable Structure

Transcribe the following words into IPA, and draw their syllable structures. (Be sure to use the syllable drawing algorithm discussed in lecture.)

e.g. "badger"



a) glide

b) fricative

c) obstruent

d) aspiration