

Assignment 2 [key]

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ling 20: Introduction to Linguistic Analysis
Due: 8:00am, 19 January 2022

1

20 points

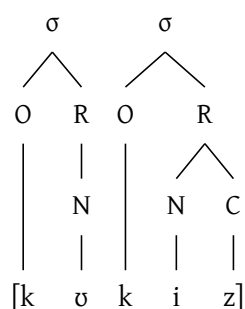
Using the IPA, please transcribe the following passages as they are pronounced in the **audio file “assignment-2-audio.wav”**, which you can find on CCLE. You must use the IPA transcription system for English that we developed in class.

- a) “Dragons are finally accepted as part of the natural order by most people.”
[dɹæjɡnz ɹ ɹɑɪnli əkseptəd əz pɑːt ə ðe nətʃrəl ɔːdər baɪ mɔːs pipl]
- b) “A beginning is the time for taking the most delicate care that the balances are correct.”
[ə bəɡɪnɪŋ ɪz ðə təɪm fɹ ˈteɪkɪŋ ðə mɔːs dəlɪkət keɪ ʔæt ðə bælənsəz ɹ kɹekt]

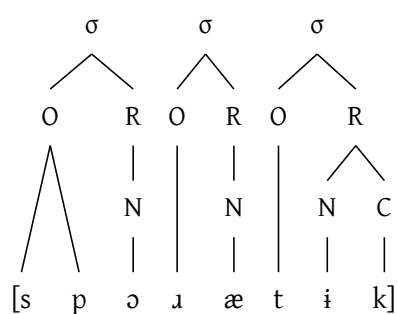
Please show how the syllabification algorithm syllabifies each of the following words.

Note: You do not have to show the individual steps in the syllabification process, only the final output of the algorithm, including the nuclei, onsets, codas, rhymes, and syllables.

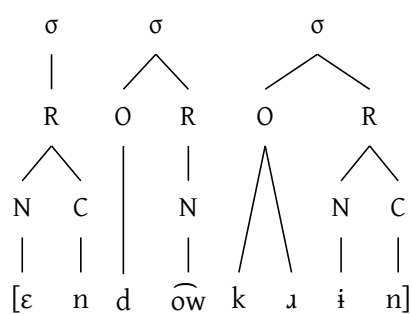
Example: “cookies” →

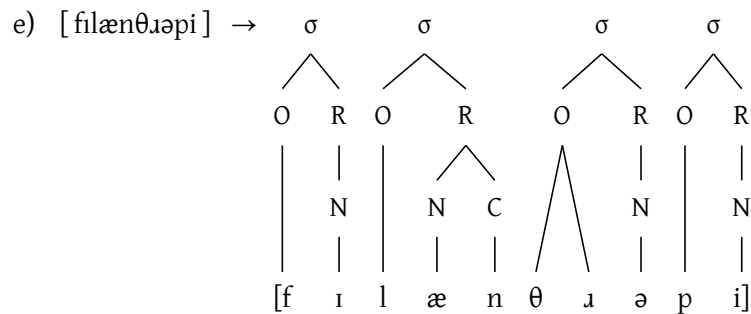
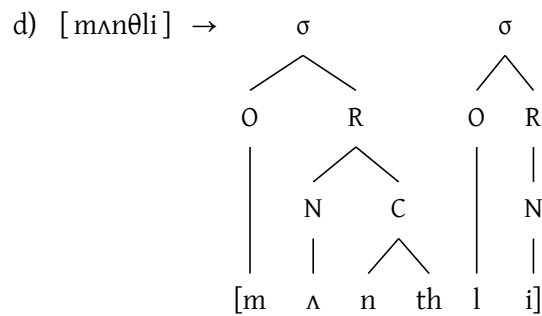
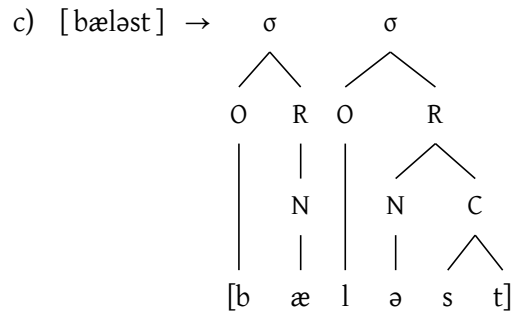


a) [spɔːætɪk] →



b) [ɛndəʊkɪn] →





3

5 points

For each of the following lists of sounds, please state which articulatory property or *combination* of properties the sounds in that list have in common that no other sound in Common American English shares. For example, if the list were “[p], [b], [m], [t], [d], [n], [r], [k], [g], [ŋ], [ʔ]”, the answer would be “stop”, because these sounds are all stops, and there are no other stops in Common American English besides these.

- a) [ɪ], [i], [ʊ]: high lax
- b) [t], [s], [p], [k], [tʃ], [ʔ], [f], [θ], [ʃ], [h]: voiceless
- c) [h], [ʔ]: glottal
- d) [m], [b], [w], [v]: voiced labial
- e) [s], [z]: alveolar fricative

4

4 points

This last part is an exploratory exercise designed to give a first-hand preview of our next unit on phonological analysis. As such, it is a new kind of exercise. It uses made-up data to make easier your first introduction to doing phonological analysis.

Below is a list of words from Narnian. Please compare and describe the distribution of [ʃ] and [s] in these data by completing the two tasks below.

[kæsa]	'cat'	[antekʃi]	'excuse me'
[kuʃi]	'six'	[ukʃi]	'one'
[kæsi]	'hand'	[pæsæ]	'father'
[ʃe]	'it (subject)'	[ʃatæ]	'it (object)'
[olæsi]	'would be'	[miʃæ]	'where'
[æsu]	'orange'	[kæsri]	'however'

Task 1: Make a list of the phonological environments that [ʃ] and [s] occur in. In other words, list the sound immediately before and the sound immediately after each instance of [ʃ] and [s] in the data. Use the pound sign (#; perhaps better known nowadays as the hash symbol) to represent silence at the beginning and end of words. The '___' represents the position of the sound in question.

[ʃ]	[s]
# __ e in [ʃe]	æ __ i in [kæsi]
u __ i in [kuʃi]	æ __ i in [olæsi]
k __ i in [antekʃi]	æ __ u in [æsu]
k __ i in [ukʃi]	æ __ æ in [pæʃæ]
# __ a in [ʃatæ]	æ __ r in [kæʃri]
i __ æ in [miʃæ]	

Task 2: There is a pattern in the distribution of [ʃ] and [s] that should emerge from the lists that you just made. In no more than one sentence, please (informally) describe what the pattern is.

[s] only occurs following [æ], while [ʃ] occurs elsewhere.