# LING 001
# Introduction to Linguistics

## Lecture 11

## **Exam 2 Review**

02/27/2020

Everyone!

# How to do well on Exam 2

- Today we'll cover things you should know (and know how to do) for the Exam on Monday.

# Main topics on the exam

- Articulatory Phonetics

  - Segments: Consonants and Vowels

  - Suprasegmental features


- Phonology

  - Allophones and phonemenes

  - Finding and writing rules

# Phonetics: Consonants & Vowels

- Know how to give articulatory descriptions for sounds (for vowels, we'll give you tense/lax)

- Given sagittal section, be able to say what sound is shown (we'll give you the manner).

- Be able to give English sentence for an IPA transcription.

- Be able to say whether two sounds have a segment in common (and give IPA for sound)

- Know the difference between consonants and vowels.

- Understand voicing

# Articulatory description

- *Be able to give the articulatory description of sounds (for vowels, we'll give you tense or lax)*

- Exam questions will be a lot like:

  - Week 5 practice problems 4, 5, 6

  - Week 6 practice problems 1 and 2

[j] - **voiced palatal glide**

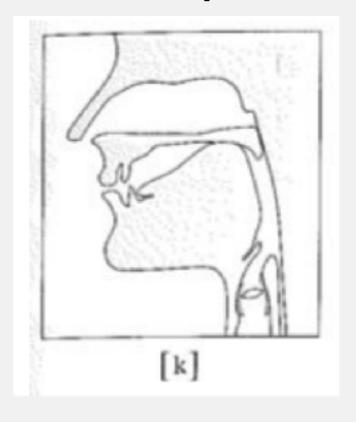[ə] - **mid central unrounded lax**

Which differs in place?

[s], [n], [ɹ], [v]

# Sagittal sections

- *Given a sagittal section, be able to say what sound is shown (we'll give you the manner).*

- Exam questions will be a lot like:

  - Week 5 practice problem 2

  - But we'll give you the *manner*

Stop



[k]

# IPA to English

- *Be able to give the English sentence for an IPA transcription.*

- Exam questions will be a lot like:

  - Week 6 practice problems 6 and 9

[sloʊp] - **slope**

[ɪf ju ɑɹ sɪkstin ɔɹ ʌndɹ tɹaɪ nɑt tə goʊ bɑld]

# Transcribe common sound

- *Be able to say whether two sounds have a segment in common (and give IPA for sound)*

- Exam questions will be a lot like:

  - Week 6 practice problem 7 (except we'll make it a little easier by asking you to match (or spot difference) in two sounds)

touch - [tʌt͡ʃ]

given two minimal pairs,
    IPA of difference:

    look and Luke -
    [u] and [ʊ]

(a) Match set A with words in set B with the same coda segment(s).
(b) Write the IPA of the coda.
*Set B - keys, sail, ring, ridge, might*

| Set A | (c) | (b) |
|-------|-------|------|
| smile | sail | l |
| hate | might. | t |
| cage | ridge | d͡ʒ |
| bang | ring | ŋ |
| has | keys | z |

# General content

- Make especially sure you understand the difference between consonants and vowels AND voicing

# Phonetics: Suprasegmentals

- Focus on understanding:

    - Length, stress, intonation, and tone

    - The difference between pitch accent and phrase tones

    - The two types of tones in tone languages: level and contour

# Phonology

- Understand the difference between phonemes and allophones

- Know how to tell whether sounds are in contrastive or complementary distribution in a set of data.

    - Say which is phoneme and which is allophone

- Be able to tell if there is a natural class (multiple choice: sibilant, labial, obstruents, sonorants)

- Know how to describe a rule:

    - In regular words

    - Formally

# Generally, phonology questions

- On the exam, questions will be just like practice problem set 7.

- You'll need to know how to apply the information (from last slide) to a set of data.

# Phonemes and allophones

## Standard Italian

Consider the following data from Standard Italian, an Indo-European language of the Romance family, spoken in Italy. Answer the questions that follow.

| | | | | | |
|---|---|---|---|---|---|
| **a.** | [tinta] | 'dye' | **g.** | [tiŋgo] | 'I dye' |
| **b.** | [tɛnda] | 'tent' | **h.** | [tɛŋgo] | 'I keep' |
| **c.** | [dantsa] | 'dance' | **i.** | [fuŋgo] | 'mushroom' |
| **d.** | [neɾo] | 'black' | **j.** | [bjaŋka] | 'white' |
| **e.** | [dʒɛnte] | 'people' | **k.** | [aŋke] | 'also' |
| **f.** | [sapone] | 'soap' | **l.** | [faŋgo] | 'mud' |

Are there any minimal pairs?

If so, what are they, and what can you conclude to be true of Italian from those minimal pairs?

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Are there any minimal pairs?
[tiŋgo]  'I dye'  AND  [tɛŋgo] 'I keep'
[fuŋgo] 'mushroom'  AND  [faŋgo] 'mud'

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If so, what are they, and what can you conclude
to be true of Italian from those minimal pairs?

[i], [ɛ] AND  [u], [a] separate phonemes

# Phonetic environments: distribution

**Standard Spanish**

Standard Spanish is an Indo-European language of the Romance family. Examine the phones [d] and [ð]. Determine whether they are allophones of one phoneme or of separate phonemes. If they are allophones of one phoneme, identify the type of distribution. If they are in complementary distribution, state a rule that describes the distribution. If [d] and [ð] are allophones of separate phonemes, give minimal pairs that prove this.

| | | | | | |
|---|---|---|---|---|---|
| **a.** | [dɾenar] | 'to drain' | **g.** | [duða] | 'doubt' |
| **b.** | [dentɾo] | 'within' | **h.** | [bendito] | 'blessed' |
| **c.** | [dia] | 'day' | **i.** | [laðear] | 'to tilt' |
| **d.** | [aðonde] | 'where' | **j.** | [aldea] | 'village' |
| **e.** | [ajuða] | 'help' | **k.** | [deðo] | 'finger' |
| **f.** | [iðioma] | 'language' | **l.** | [toldo] | 'canopy' |

Are they allophones of one phoneme or of separate phonemes?

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l. [toldo]    'canopy'

Are they allophones of one phoneme or of separate phonemes?

allophones of the same phoneme

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© Ohio State University Department of Linguistics

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b. [dentro]      'within'          h. [bendito]     'blessed'
c. [dia]         'day'             i. [laðear]      'to tilt'
d. [aðonde]      'where'           j. [aldea]       'village'
e. [ajuða]       'help'            k. [deðo]        'finger'
f. [iðioma]      'language'        l. [toldo]       'canopy'

If they are allophones of one phoneme, identify the type of distribution. (**complementary** or **contrastive**)

# Phonetic environments: distribution

| [d] | [ð] |
|-----|------|
| #_ɾ | a_o |
| #_e | u_a |
| #_i | i_i |
| n_e | u_a |
| #_u | a_e |
| n_i | e_o |
| l_ea | |
| #_e | |
| l_o | |

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k. [deðo] 'finger'
l. [toldo] 'canopy'

If complementary, state the rule that describes the distribution.

# Write the rule

| [d] | [ð] |
|-----|-----|
| #_ɾ | a_o |
| #_e | u_a |
| #_i | i_i |
| n_e | u_a |
| #_u | a_e |
| n_i | e_o |
| l_ea |  |
| #_e |  |
| l_o |  |

[ð] appears after a vowel; [d] appears elsewhere

# Which one is phoneme?

|  **[d]** | **[ð]** |
|-----|-----|
| #_ɾ | a_o |
| #_e | u_a |
| #_i | i_i |
| n_e | u_a |
| #_u | a_e |
| n_i | e_o |
| l_ea | |
| #_e | |
| l_o | |

The more general one!

[ð] appears after a vowel; [d] appears elsewhere

# Formalize the rule

| **[d]** | **[ð]** |
|---------|---------|
| #_ɾ | a_o |
| #_e | u_a |
| #_i | i_i |
| n_e | u_a |
| #_u | a_e |
| n_i | e_o |
| l_ea | |
| #_e | |
| l_o | |

[ð] appears after a vowel; [d] appears elsewhere

/d/ —> [ð]/ V __