

An Introduction to Language and Linguistics
Additional Exercises – Chapter 1

1. Practice in transcription, IPA to English. Write out the following passages in English spelling. The transcriptions represent a fairly careful “General American” accent.

'sʊdənli ðə 'wɔrərz ə'raʊnd ðəm 'slɒli sweld in brɒd
'sɪrkəlz, ðen 'kwɪkli ˌʌp'hɪvd, æz ɪf 'saɪd,wɛz 'slɑɪɪŋ frəm ə
,sʌb'mɪrdʒd bɪrg əv aɪs, 'swɪfli 'raɪzɪŋ tə ðə 'sɪrfəs. ə lo
'rʌmblɪŋ saʊnd wəz hɪrd, ə ,sʌbtɛ'reniəs hʌm, ænd ðen əl
held ðer brɛθs, æz bə'drægəld wɪθ 'treɪŋ rɒps, ænd
,hɑr'pʊnz, ænd 'lænsɪz, ə væst form ʃat 'leɪθ,wɑɪz, bət
,ə'blikli frəm ðə si. 'fraʊdɪd ɪn ə θɪn 'drʊpɪŋ vel əv mɪst, ɪt
'hʌvərd fɔr ə 'mɒmənt ɪn ðə 'ren,bɒd ɛr, ænd ðen fɛl
'swɑmpɪŋ bæk 'ɪntu ðə dɪp. krʌʃt 'θɪrri fɪt 'ʌpwaɪdz, ðə
'wɔrərz flæʃt fɔr æn 'ɪnstən? laɪk hɪps əv 'faʊntənz, ðen
'brɒkənli sæŋk ɪn ə 'ʃaʊwər əv fleks, 'lɪvɪŋ ðə 'sɪrkliŋ 'sɪrfəs
krɪmd laɪk nu mɪlk raʊnd ðə 'mɑrbəl trʌŋk əv ðə wel.

o, bʌt hi wʌz ə 'taɪt,fɪstɪd hænd æ? ðə 'grɑɪn,stɒn, skrudʒ. ə
'skwɪzɪŋ, 'rentʃɪŋ, 'græsɪŋ, 'skreɪŋ, 'klʌtʃɪŋ, 'kʌvətəs old
'sɪnər. hɑrd ænd ʃɑp æz flɪn?, frəm wɪtʃ no stɪl hæd 'ɛvər
strʌk aut 'dʒɛnərəs 'faɪər, 'sɪkrɪt ænd 'sɛlfkən,tend, ænd
'sɑlɪ,teri æz æn 'ɔɪstər. ðə kɒld wɪ'θɪn hɪm frɒz hɪz old
'fɪtʃərz, nɪpt hɪz 'pɔɪntɪd noz, 'frɪvəld hɪz tʃɪk, 'stɪfɪnd hɪz get,
med hɪz aɪz red, hɪz θɪn lɪps blu, ænd spɒk aut 'frʊdli ɪn hɪz
'gretɪŋ vɔɪs. ə 'frɒsti raɪm wʌz ɔn hɪz hɛd, ænd ɔn hɪz
'aɪ,broʊz, ænd hɪz 'waɪri tʃɪn. hi 'kæɪd hɪz ɒn lo 'tɛmpɪtʃə
'ɔl,wɛz ə'baut hɪm, hi aɪst hɪz 'ɔfɪs ɪn ðə dɔg dez, ænd 'dɪdɪn?
θɔ ɪ? wʌn də'gri æ? 'krɪsmɪs.

'mɪstər 'bɪŋli wʌz gʊd 'lʊkɪŋ ænd 'dʒɛntəlmən,laɪk, hi hæd ə
'plɛsən? 'kaʊntənəns ænd 'ɪzi ˌʌnə'fɛktɪd 'mænərz. hɪz
'sɪstərz wɛr faɪn 'wɪmɪm, wɪθ æn ɛr əv də'saɪrɪd 'fæʃən. hɪz
'brʌðər ɪn lɔ, 'mɪstər hɪrst, 'mɪrli lʊkt ðə 'dʒɛntəlmən, bʌ? hɪz
frɛnd 'mɪstər 'dɑrsɪ sʊn drʊ ði ə'tɛnʃən əv ðə rum baɪ hɪz
faɪn, tɒl 'pɪrsən, 'hænsəm 'fɪtʃərz, 'nɒbəl 'mɪən, ænd ðə
rə'pɔrt, wɪtʃ wʌz ɪn 'dʒɛnrəl sɪrkju'leʃən wɪ'θɪm faɪv 'mɪnɪts
'æftər hɪz 'ɛntrens, əv hɪz 'hævɪŋ tɛn 'θaʊzənd ə jɪr. ðə

An Introduction to Language and Linguistics
Additional Exercises – Chapter 1

'dʒɛntəlmen prə'naʊnst hɪm tə bi ə faɪn 'fɪgʃər əv ə mæn, ðə
'ledɪz də'klerd hi wəz mʌtʃ 'hænsəmər ðæn 'mɪstər 'bɪŋli,
ænd hi wəz lʊkt ʌ? wɪθ gret ,ædmɪ'reɪʃən fɔr ə'baʊt hæf ði
'ɪvniŋ.

An Introduction to Language and Linguistics
Additional Exercises – Chapter 1

2. For extra practice in transcribing English to IPA, choose any passage from your favorite book or a recent newspaper or website, and write it out in the IPA. Say the words to yourself as you transcribe, to help ensure you're going from sound to transcription, not spelling to transcription. Ask another student in your class to read what you've written.
3. Circle every tenth consonant in one of the passages above. Describe the consonant in terms of voicing, nasality, place of articulation, manner of articulation, and sonorant vs. obstruent.
4. Circle every tenth vowel in one of the passages above. Describe the vowel in terms of height, rounding, backness, and tense vs. lax.
5. Find the transcription errors in the following well-known lines. There is at least one mistake in each line.

twɪŋkəl, twɪŋkəl lɪrəl stɑː
həʊ aɪ wʌndə wɒt ju ɑː.

mɛrɪ hæd ə lɪrəl læmb
ɪts flɪs wʌs waɪt æz snə
ænd evrɪwɛr θæt mɛrɪ wɛn?
ðə læmb wʌz ʃʊr tə go

wʌn tu bʌkəl maɪ ʃuː
θrɪ fɔː ʃʊt ðə dɔː
faɪv sɪks pɪk ʌp stɪks
sevən et le ðɛm stɪt

6. Say the following groups of words:

A.
important
limp
compose
imbalance

B.
symphony
lymph
comfort
emphasis

C.
infamy
inform
confer
inference

Describe your pronunciation of the medial nasal consonant in each group. Are there differences between the three groups? To what do you attribute any differences?

An Introduction to Language and Linguistics
Additional Exercises – Chapter 1

7. Ask five different people you know to say the following line, and carefully transcribe each person's pronunciation. Try to include people with diverse language backgrounds. What differences do you notice? To what would you attribute the differences? Dialectal variation? Free variation? Influence of native language?

Can't you bring Laurie to the Veteran's Day parade in the park?

8. Do you know a language other than English? If so, try to discover some of the phonotactic constraints of that language. For example
- a. Transcribe as many words as you can think of that contain sequences of nasal + stop. (Remember to write down sounds, not spellings!) Do the nasal and stop always agree in place of articulation?
 - b. Transcribe as many words as you can think of that end with different consonants. Are there some sounds that are not allowed in final position? Try to formulate any relevant coda constraints with reference to natural classes of sounds.
 - c. Do any words begin with consonant clusters? If so, what consonant clusters are allowed? Do the consonant clusters follow sonority sequencing?

An Introduction to Language and Linguistics
Additional Exercises – Chapter 1

9. Phonemes and allophones in Korean. Consider the following Korean words (data courtesy of Soojeong Eom, and from Martin and Lee, 1969, “Beginning Korean,” Yale University Press). In Korean, is aspiration contrastive (as it is in Thai) or predictable (as it is in English)? Argue for your answer.

pi	rain
pap	rice
pel	bell
paŋ	room
pal	foot
pul	fire

p ^h alta	sell
p ^h an	board
p ^h al	arm
p ^h i	blood
p ^h ul	grass

ton	money
tal	moon
taɪ	bamboo
tamta	serve (on a plate)
tek	virtue

t ^h arwuta	burn
t ^h al	mask
t ^h ek	chin
t ^h o	earth
t ^h ai	crack

koruta	choose
keran	egg
kimpap	sushi
kap	price
kuk	soup
kal	going

k ^h ol	anger
k ^h ata	dig up
k ^h i	flag
k ^h e	crab
k ^h al	knife

An Introduction to Language and Linguistics
Additional Exercises – Chapter 1

10. An alternation in Korean. Consider the following words and phrases in Korean (data courtesy of Soojeong Eom). Note that in Korean, the verb comes last, so that “medicine sell” means “sell medicine”. Describe the alternation in the final consonant of the nouns, making reference to natural classes. What class of sounds is affected? What class of sounds causes a change? What is the change?

jak	medicine
jak p ^h alta	medicine sell
jaŋ mekta	medicine take

c ^h ark	book
c ^h ark pilita	book borrow
c ^h arŋ neta	book put inside

pap	rice
pap t ^h arwuta	rice burn
pam mekta	rice eat
pam neta	rice put inside

ot	clothes
ot pilita	clothes borrow
on mantulta	clothes make
on neta	clothes put inside

How might a Korean speaker learning to speak English pronounce the phrase “pick me”?

An Introduction to Language and Linguistics
Additional Exercises – Chapter 1

11. Phonemes and allophones in Setswana (Southern Africa). Consider the distribution of [l] and [d] in the following Setswana words (data courtesy of One Tlale). Do [l] and [d] belong to different phonemes, or are they allophones of one phoneme?

dip-a	refuse to move
dup-a	diagnose
dus-a	be pregnant (animal)
dis-a	herd
direl-a	do something for

las-a	patch up
lep-a	observe something
lɛm-a	lead astray
lop-a	request
lap-a	get tired
lat-a	follow

bol-a	rot
bod-ile	rotted

sel-a	find
sed-ile	found

bal-a	count
bad-ile	counted

robal-a	sleep
o-robed-i	he slept

In considering the present and past forms of the verbs above, compare:

tab-a	stab
tab-ile	he stabbed

bu-a	speak
bu-ile	spoke

Also consider [l] and [d] in the following borrowed words:

English:	baɪbəl	“bible”	Setswana:	bibela
Afrikaans:	xlas	“glass”	Setswana:	xalasi
English:	pəlis	“police”	Setswana:	podisi

An Introduction to Language and Linguistics
Additional Exercises – Chapter 1

12. For extra thought. We often think that if two sounds are allophones of one phoneme (that is, two alternate ways of saying “the same sound”) that they ought to be “phonetically similar.” How might the notion of phonetic similarity apply to [l] and [d] in the Setswana problem above? What about the possible variant pronunciations of the English phrase below?

“won’t be”	very careful speech:	[wɒnt ^h bi]
	careful speech:	[wɒnt ^ʔ bi]
	casual speech:	[wɒn ^ʔ bi]

An Introduction to Language and Linguistics
Additional Exercises – Chapter 1

13. An alternation in Setswana (Southern Africa). Consider the following words and phrases in Setswana (data courtesy of One Tlale). Describe the change that occurs to the first segment of the verb when the prefix meaning “me” is added. Describe the changes that occur in the prefix.

supa	point
n-tshupa	point at me

ʃapa	hit
n-tʃʰapa	hit me

xapa	capture
ŋ-kxʰapa	capture me

ϕula	shoot
m-pϕʰula	shoot me (actually [mpʰula], due to a second change)

Compare:

pʰaŋa	slap
m-pʰaŋa	slap me

tamola	squeeze
n-tamola	squeeze me

kopa	ask
ŋ-kopa	ask me

It may be useful to know that aspiration is contrastive for both stops and affricates in Setswana:

pala	unmanageable
pʰala	impala
tala	green
tʰaŋa	wake up
kala	branch
kʰawa	mist
tsala	friend
tsʰabana	afraid of each other
tʃʰaba	nation
tʃampa	haughty person