

PHONOLOGY PACKET

Stygall, ENGL 370

Directions: For each of the following problems, you will need to analyze the data for a number of items. You will be examining phonetic data from a number of languages. You should check for *minimal pairs*, examine the data for *complementary distribution* (mutually exclusive environments for possibly related phonetic sounds), and make decisions about *phonemes*. After determining the phonemes, you will write a *distribution rule* in phonetic symbols. In all the problems, I will direct you to specific suspicious patterns of sound. In all cases, you must not only “show” your work (data divided into lists of key sounds, list of all environments), but you must also discuss your work in prose form. That is, you need to explain what you are doing and why. I will be asking you to do this combination of show and tell on the midterm exam, so this is practice.

When you turn this packet in, please attached all the work sheets you used to complete the problem. Make sure your name is on all of it.

Problem 1: Southern Kongo

Southern Kongo is a Bantu language spoken in Angola. The suspicious pattern here is between two sets of sounds [t,s,z] and [č,š,ž]. Assume that if you had more data that you would find a [t] before [e].

Southern Kongo

[tobola]
[tanu]
[kesoka]
[kasu]
[kunezulu]
[nzwetu]
[zevo]
[žima]
[čina]
[čiba]
[nkoši]
[nselele]
[ažimola]
[lolonži]
[zenga]

English

to bore a hole
five
to be cut
emaciation
heaven
our
then
to stretch
to cut
banana
lion
termite
alms
to wash house
to cut

Problem 2: Swahili (East Africa)

Swahili has assumed the role of a kind of lingua franca (Kiswahili) in central and east Africa. In this problem, you will examine vowels, specifically [o] and [ɔ]. Assume that these are likely allophones. Remember, some words in the data may contain both of the sounds in question.

Swahili

[ŋɔɔma]
[watoto]

English

drum
children

[ŋ̃ɔŋga]	strangle
[karɔŋgo]	wash-out
[bɔma]	fort
[ndoto]	dream
[ɔŋgeza]	increase
[kʰɔndo]	sheep
[ŋɔmbe]	cattle
[mboga]	vegetable
[ɔŋja]	taste
[mtego]	trap
[bɔmba]	pipe
[ndogo]	little
[ŋ̃ɔŋa]	nurse
[mɔja]	one
[ɔmba]	pray
[jɔgo]	rooster
[pɔŋa]	cure
[okota]	pick up
[ʂoka]	axe
[ɔna]	see

Problem 3: Persian (Farsi)

Because we are examining a variety of alveolar r sounds in this problem, write the distribution rule for /r/ phonetically. The sounds in question are three: [r] is a voiced trill; [r̥] is a voiced flap; and [r̥̥] is a voiceless trill. The acute accent mark in some words on the Persian list is to show stress and is not relevant in this problem. Two other sounds may be unfamiliar: [q] is a voiceless uvular stop and [x] is the voiceless velar fricative.

Persian	English
[ʂĩ]	lion
[ʂĩrĩnĩ]	pastry
[r̥úz]	day
[æřtéš]	army
[fàřsĩ]	Persian
[qædřĩ]	a little bit
[řáh]	road
[ahář]	starch
[axæř]	last
[ænař]	pomegranate
[řást]	right
[ahařĩ]	starched
[bæřadæř]	brother
[beřĩd]	go (imperative form)
[biřæŋ]	pale
[bořos]	hairbrush
[čář]	four
[čéřa]	why?
[čéjuř]	what kind?
[řæŋ]	paint
[řĩs]	beard

[hæřtowř]

however

Problem 4: Osage (Great Plains Indian)

Here you will need to examine a stop [d] and a fricative [ð]. The [x] voiceless velar fricative appears again and also [ç], a voiceless alveolar affricate. Stress and nasalization appear with the vowels but are not critical for your solving the problem.

Osage

[dabri]

[ðiški]

[aðikh žã]

[dacpé]

[cʔéðe]

[dakʔé]

[ðéze]

[dálí]

[ðie]

[daštú]

[daxtáke]

[ðužá]

English

three

to wash

he lay down

to eat

he killed it

to dig

tongue

good

you

to bite

to bite

to wash