

**Homework 3**, due September 27 at the beginning of class.

**Part 1** (2 points). The graph on p. 57 of your Aitchison reading, from Labov 1972, shows results from a study of /r/ deletion in New York City. Answer the following questions:

- 1) The x-axis in this graph is meant to represent a continuum. Which end of the axis (right or left) is assumed to be closer to **vernacular** speech?
- 2) In this particular graph, the x-axis is unlabeled. How would you label it (i.e., what is a good cover term for the categories on the x-axis)?
- 3) Which part of the graph demonstrates the effects of **hypercorrection**? (Describe the part of the graph in 1-2 sentences; you can include a sketch of the graph with the relevant part circled in addition if you want.)
- 4) The kind of hypercorrection seen in this graph is taken to be an indication of (circle all that apply):
  - a. Triangulation
  - b. Linguistic change in progress
  - c. Change from above
  - d. Change from below

**Part 2** (3 points). Make sure you can listen to the sound files at this website:

<http://www.phonetics.ucla.edu/course/transcription%20exercises/fivesentences.htm>

Then, for each of the dialect features listed in (5)-(10) below:

- a. identify one dialect where the feature is found;
  - b. list all the words in the text that demonstrate the feature;
  - c. for (5), (7), and (9), include IPA transcriptions of (i) the 'standard American English' (SAE) pronunciation and (ii) this particular dialect's pronunciation of each of the example words you found. If you need a reference point for the SAE pronunciation, refer to <http://www.phonetics.ucla.edu/course/transcription%20exercises/american.htm>.
- 5) monophthongization of /ay/
  - 6) fronting/centralization of /o/
  - 7) hardening (the opposite of lenition) of the voiceless interdental fricative
  - 8) raising, tensing and diphthongization of /ε/
  - 9) raising (only) of /ε/
  - 10) 'r-lessness'

**Part 3.** (3 points)

- 11) Draw a vowel chart for standard American English. Draw five arrows on the chart corresponding to the five changes involved in the **Northern Cities Chain Shift**, described on p. 4 of the Week 3 handout. Label the arrows 1-5, following the order in which they are listed in the handout. (This order is believed to be the order in which the vowels are shifting.)

Fill in the blanks below, using the first sentence as an example.

EX: The arrow labeled (1) represents the raising, fronting and diphthongization of the vowel æ, which causes a word like Ann to sound more like Ian.

12) The arrow labeled (2) represents the \_\_\_\_\_ of the vowel \_\_\_\_, which causes a word like \_\_\_\_\_ to sound more like \_\_\_\_\_.

13) The arrow labeled (3) represents the \_\_\_\_\_ of the vowel \_\_\_\_, which causes a word like \_\_\_\_\_ to sound more like \_\_\_\_\_.

14) The arrow labeled (4) represents the \_\_\_\_\_ of the vowel \_\_\_\_, which causes a word like \_\_\_\_\_ to sound more like \_\_\_\_\_.

15) The arrow labeled (5) represents the \_\_\_\_\_ of the vowel \_\_\_\_, which causes a word like \_\_\_\_\_ to sound more like \_\_\_\_\_.

**Part 4 (2 points).** In a variety of Spanish spoken in Buenos Aires, the phoneme /s/ is pronounced as [s], [h], or [x] (a voiceless velar fricative), depending on various factors. (There are probably other instantiations of /s/ in this dialect too, but we won't worry about them here.) Look at the distribution of [s], [h], and [x] in the following data set.

16) What is the context where [x] appears in this dialect? Describe the context in general terms, referring to classes of sounds rather than listing individual segments.

17) Why does the [x] allophone in particular (rather than [s] or [h]) occur in this context?

spelling	IPA	translation	spelling	IPA	translation
mismo	mihmo	'same'	obispo	oβihpo	'bishop'
susto	suhto	'fright'	esfera	ehfera	'sphere'
mosca	moxka	'fly (insect)'	asco	axko	'gross'
queso	keso	'cheese'	asno	ahno	'donkey'
intenso	intenso	'intense'	insecto	insekto	'insect'
entonces	entonseh	'so'	detrás	detrah	'behind'
salsa	salsa	'sauce'	isla	ihla	'island'
casi	kasi	'almost'	costa	kohta	'coast'
basta	bahta	'enough'	disco	dihko	'disco'
busca	buxka	's/he searches'	pescar	pehkar	'to fish'
espina	ehpina	'spine'	máscara	maxkara	'mask'

**Extra credit (2 points):** Read part C (Syllable structure) from your Week 2 handout. Then answer questions (1) and (4) from p. 2 of your Week 3 handout.