

# **Answers to Pause and Reflect Boxes for Chapter 3 Phonology** **Joyce Bruhn de Garavito**

## **Pause and Reflect 3.1**

*New phonemes:* /f d b v ɪ θ ð ʒ tʃ/

## **Pause and Reflect 3.2**

Examples of minimal pairs will vary but some possibilities are given below.

			<b>Examples of minimal pairs for initial consonant</b>	<b>Examples of minimal pairs for vowel</b>
i.	hat	/hæt/	rat /ɹæt/	heat /hit/
ii.	gun	/gʌn/	run /ɹʌn/	gone /gʌn/
iii.	zip	/zɪp/	lip /lɪp/	zap /zæp/
iv.	seat	/sit/	beat /bit/	sat /sæt/
v.	rest	/ɹɛst/	best /bɛst/	rust /ɹʌst/
vi.	bear	/bɛɹ/	wear /wɛɹ/	beer /biɹ/
vii.	she	/ʃi/	be /bi/	shoe /ʃu/
viii.	vine	/vaɪn/	line /laɪn/	van /væn/

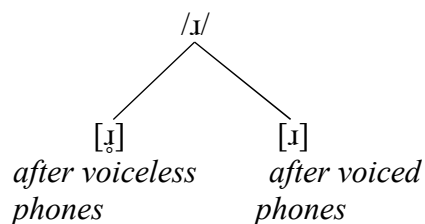
## **Pause and Reflect 3.3**

- i. If [p] and [b] are allophones, then [puman] and [buman] cannot exist with different meanings.
- ii. Only (ii) is possible in X. We have a possible and logical rule for the distribution of these two allophones: /p/ becomes voiced before a vowel because vowels are also voiced. See assimilation, Chapter 2 Phonetics.

## **Pause and Reflect 3.4**

We find [ɹ̥] after the following consonants:	We find [ɹ̩] after the following consonants:
[k t f p]	[b d g]

The consonants in the first column are all voiceless, those in the second column are voiced.



### Pause and Reflect 3.5

The list in (i) is made up of consonants.  
The list in (ii) is made up of vowels.

### Pause and Reflect 3.6

It is only possible to sing /m/, not /t/. This is because of the greater sonority of /m/.

### Pause and Reflect 3.7

	+/-consonantal	+/-syllabic	+/-sonorant	+/-voice
/f/	+	—	—	—
/θ/	+	—	—	—
/ð/	+	—	—	+
/ɹ/	+	—	+	+
/s/	+	—	—	—
/z/	+	—	—	+
/ʃ/	+	—	—	—
/ʒ/	+	—	—	+
$\underset{\sim}{dʒ}$	+	—	—	+
$\underset{\sim}{tʃ}$	+	—	—	—

### Pause and Reflect 3.8

- i. /b p ŋ/ No, they have few features in common and they differ in several: nasality, voice, sonority, place of articulation
- ii. /m s  $\underset{\sim}{dʒ}$ / No, they have few features in common and they differ in several features: nasality, voice, sonority, place of articulation, DR.
- iii. / $\underset{\sim}{dʒ}$   $\underset{\sim}{tʃ}$ / Yes, they are both [+DR], the only consonants in English that are.
- iv. /i ɪ u ʊ/ Yes, they are all high vowels

### Pause and Reflect 3.9

[−voice]	/p t k f s θ ʃ h $\underset{\sim}{tʃ}$ /
[+voice]	/b d g v z ð ʒ $\underset{\sim}{dʒ}$ m n ŋ l ɹ j w/

### Pause and Reflect 3.10

- i. [+anterior] are /p b t d f v s z θ ð m n l ɹ/
- ii. [−coronal] are /p b k g f v m ŋ j w h/

### Pause and Reflect 3.11

- i. The consonants /s z/ are [+anterior], [+coronal], [+strident].

- ii. The consonants /d͡ʒ ʒ/ are [+voice], [−anterior], [+coronal], [+strident].
- iii. The consonant /ŋ/ is [+nasal], [+back].

### Pause and Reflect 3.12

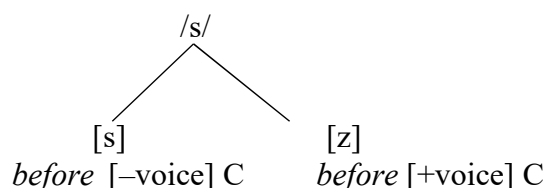
- i. The vowels /u ʊ/ are [+back], [+high].
- ii. The vowels /e, ε/ are [−high], [−low], [−back].
- iii. The vowel /æ/ is [−back], [+low].
- iv. The vowel /ə/ is [+reduced].

### Pause and Reflect 3.13

- |      |                   |   |
|------|-------------------|---|
| i.   | /f v s z θ ð ʃ ʒ/ | [+consonantal], [+continuant] [−sonorant]                           |
| ii.  | /e ε ʌ ə ɔ ɔ/     | [+syllabic], [−high], [−low]  |
| iii. | /θ ð/             | [+consonantal], [+continuant], [−sonorant], [+coronal], [−strident] |
| iv.  | /u ʊ/             | [+syllabic], [+back], [+high]                                       |

### Pause and Reflect 3.14

[s]	/t k f p/
[z]	/m b n l d g/



[+continuant]      →   [+voice] / \_\_\_\_\_ [+consonantal]  
[+strident]                          [+voice]  
[+anterior]

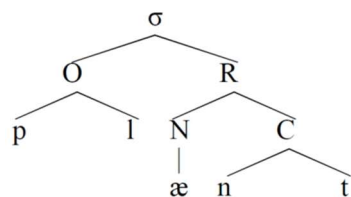
### Pause and Reflect 3.15

- |      |              |                   |
|------|--------------|-------------------|
| i.   | strange      | one syllable      |
| ii.  | examination  | /ek.sæ.mi.ne.jən/ |
| iii. | impressive   | /ɪm.pɪ.ɛ.sɪv/     |
| iv.  | gymnastics   | /dʒɪm.næ.stɪks/   |
| v.   | truthfulness | /truθ.fəl.nəs/    |

### Pause and Reflect 3.16

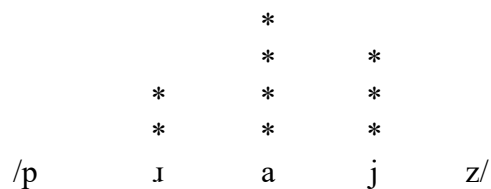
- |      |           |                           |
|------|-----------|---------------------------|
| i.   | plant     | /plænt/                   |
| ii.  | contract  | /k <sup>h</sup> ʌn.tɹækt/ |
| iii. | inclusion | /ɪn.klu.ʒən/              |

iv. incredible /ɪŋ.kɹɛ.də.bəl/

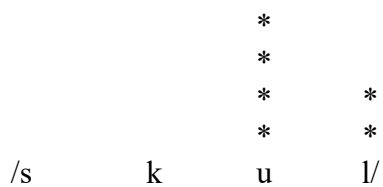


### Pause and Reflect 3.17

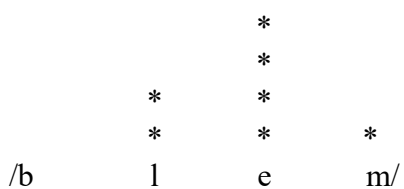
i. prize



ii. school



iii. blame



iv. when

