

LIGN110 Section

Wednesday, 7 October 2020

Anna Mai

Section time: W. 3-3:50pm PST

OH time: F. 9-10am PST

Zoom: ucsd.zoom.us/my/acmai

Email: [acmai at ucscd](mailto:acmai@ucsd.edu)

What to expect in section

A place to do exercises relating to the class materials;

A space to ask questions about the class materials, quizzes, assignments, and project;

Any comments or discussions related to the class are welcome.

How to prepare for section each week

Watch the asynchronous lectures and attend the synchronous lectures on Thursday (if your time zone allows) of the previous week;

Read the assigned readings of the previous week;

Participate in the exercises; memorize the IPA symbols; practice saying and transcribing words.

Don't worry if you cannot get everything at the beginning. You will master it by the end of the quarter.

Goals for Week 1

Be able to distinguish phonemes from allophones;

Be able to distinguish voiced from voiceless sounds;

Familiarize yourself with the name of the passive and active articulators;

Be able to name the place of articulation for sounds in English.

English consonants (Textbook p.40 Q4 & 5)

The following words all have the vowel /i/, /ɪ/, /ʊ/ (as in “put”), or /ʌ/ (as in “putt”). Transcribe these words and pay attention to the consonants. Some of the consonant sounds have special symbols: /ŋ/, as in “song”, /ɹ/, as in “are”; and /ʃ/, as in wash. Note that /ŋ/ is a single sound, although usually written with two letters *-ng*.

- | | |
|----------|-----------|
| a. be | j. rid |
| b. leaks | k. wring |
| c. neat | l. nicked |
| d. piece | m. squish |
| e. deal | n. book |
| f. sing | o. nut |
| g. trick | p. foot |
| h. ship | q. lug |
| i. wick | r. good |
| | s. should |

English consonants (Textbook p.40 Q4 & 5)

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a.	be	/bi/	j.	rid	/ɹɪd/
b.	leaks	/liks/	k.	wring	/ɹɪŋ/
c.	neat	/nit/	l.	nicked	/nɪkt/
d.	piece	/pis/	m.	squish	/skwɪʃ/
e.	deal	/di/	n.	book	/bʊk/
f.	sing	/sɪŋ/	o.	nut	/nʌt/
g.	trick	/tɹɪk/	p.	foot	/fʊt/
h.	ship	/ʃɪp/	q.	lug	/lʌg/
i.	wick	/wɪk/	r.	good	/gʊd/
			s.	should	/ʃʊd/

Voiceless vs. voiced (Textbook p.41, Q12)

Note the differences in voicing between consonants.

Transcribe the following words:

- a. myth
- b. three
- c. thee
- d. save (vowel: /ej/)
- e. safe (vowel: /ej/)
- f. nose (vowel: /ow/)
- g. keys (vowel: /i/)
- h. kiss (vowel: /ɪ/)

Voiceless vs. voiced (Textbook p.41, Q12)

Note the differences in voicing between consonants.

Transcribe the following words:

- a. myth **/mɪθ/**
- b. three **/θri/**
- c. thee **/ði/**
- d. save (vowel: /ej/) **/sejv/**
- e. safe (vowel: /ej/) **/sejf/**
- f. nose (vowel: /ow/) **/nowz/**
- g. keys (vowel: /i/) **/kiz/**
- h. kiss (vowel: /ɪ/) **/kɪs/**

Pronounce IPA (Textbook p.41, Q10)

- a. sæg
- b. pʌg
- c. zɛn
- d. pʊt
- e. mejt
- f. mɪl
- g. ʃɪn
- h. læs
- i. wʌn
- j. væt
- k. kʌd
- l. kʊd

Pronounce IPA (Textbook p.41, Q10)

- a. sæg **sag**
- b. pʌg **pug**
- c. zɛn **zen**
- d. pʊt **put**
- e. mejt **mate**
- f. mɪl **mil**
- g. ʃɪn **shin**
- h. læs **lass**
- i. wʌn **won**
- j. væt **vat**
- k. kʌd **cud**
- l. kʊd **could**

Transcription practice (Textbook p.42 Q15)

Correct these transcriptions:

- | | |
|--------------------|------------------|
| a. glue /glju/ | h. gouge /gawz/ |
| b. knives /knajvz/ | i. wealth /welð/ |
| c. reef /ɹɪf/ | j. bloom /blʊm/ |
| d. shoot /sut/ | k. done /dəwn/ |
| e. chew /cu/ | l. roy /ɹɔj/ |
| f. yes /yɛs/ | m. says /sez/ |
| g. jump /jʌmp/ | n. lamb /læmb/ |

Transcription practice (Textbook p.42 Q15)

Correct these transcriptions:

- | | | | | | |
|----|-----------------|----------------|----|---------------|----------------|
| a. | glue /glju/ | /glu/ | h. | gouge /gawz/ | /gawdʒ/ |
| b. | knives /knajvz/ | /najvz/ | i. | wealth /welð/ | /welθ/ |
| c. | reef /ɹɪf/ | /ɹɪf/ | j. | bloom /blʊm/ | /blum/ |
| d. | shoot /sut/ | /ʃut/ | k. | done /dəwn/ | /dʌn/ |
| e. | chew /cu/ | /tʃu/ | l. | roy /ɹɔj/ | /ɹɔʃj/ |
| f. | yes /yɛs/ | /jɛs/ | m. | says /sez/ | /sɛz/ |
| g. | jump /jʌmp/ | /dʒʌmp/ | n. | lamb /læmb/ | /læm/ |

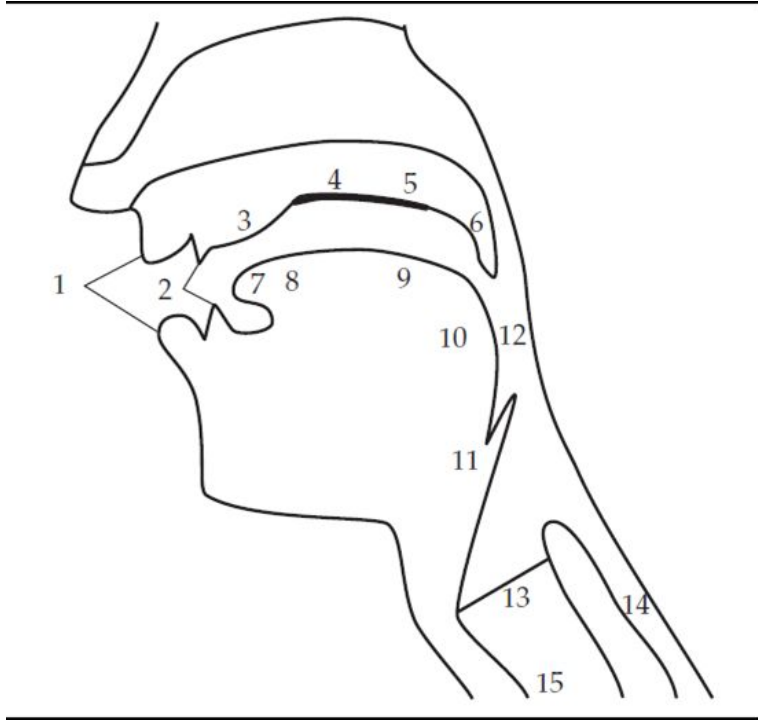
Phonemic vs. allophonic (broad vs. narrow) transcription

	phonemic (broad)	allophonic (narrow)	hint
pick			aspiration
type			aspiration
topic			aspiration
please			devoicing
feel			/l/ allophone
dream			/d/ allophone
key			/k/ allophone
cook			/k/ allophone
tenth			dental assimilation
width			dental assimilation
city			alveolar tapping
letter			alveolar tapping
ladder			alveolar tapping
button			/t/ glottalization
meet you			palatalization
stop			unreleased stop

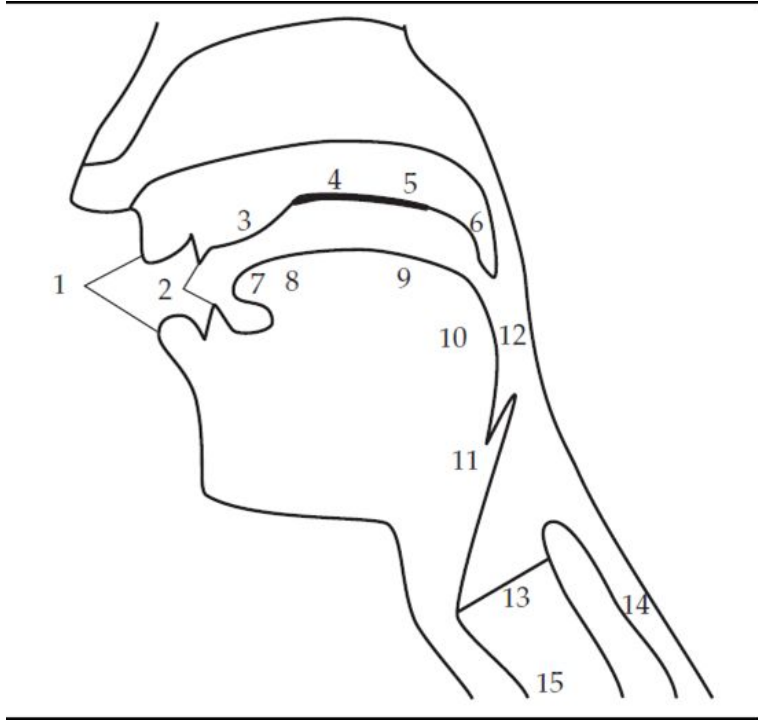
Phonemic vs. allophonic (broad vs. narrow) transcription

	phonemic (broad)	allophonic (narrow)	hint
pick	/pɪk/	[p ^h ɪk]	aspiration
type	/tʌjp/	[t ^h ʌjp]	aspiration
topic	/'tɒpɪk/	['t ^h ɒpɪk]	aspiration
please	/plɪz/	[plɪ:z̥]	devoicing
feel	/fi:l/	[fi:t̚]	/l/ allophone
dream	/dɹɪm/	[dʒɹi:m]	/d/ allophone
key	/ki/	[k ^h i:]	/k/ allophone
cook	/kʊk/	[k ^h ʊk]	/k/ allophone
tenth	/tɛnθ/	[t ^h ɛ̃ŋθ]	dental assimilation
width	/wɪdθ/	[wɪd̥θ]	dental assimilation
city	/sɪti/	[sɪri]	alveolar tapping
letter	/'lɛtəɹ/	['lɛrəɹ]	alveolar tapping
ladder	/'lædəɹ/	['lærəɹ]	alveolar tapping
button	/'bʌt̚n/	['bʌʔn]	/t/ glottalization
meet you	/mitju/	[mitʃju]	palatalization
stop	/stɑp/	[stɑp̚]	unreleased stop

Naming Places of Articulation



Naming Places of Articulation



1. lips
2. teeth
3. alveolar ridge
4. palate
5. velum
6. uvula
7. tip
8. blade
9. back
10. root
11. epiglottis
12. pharyngeal wall
13. vocal folds
14. esophagus
15. trachea