

Study questions on Hall 2006
due Tuesday, Feb. 22

Notes

- p. 388: The curved line above each sound represents one articulatory gesture. For example, the curve over the [t] represents the tongue tip's closure gesture. The top of each curve is the center of a gesture—imagine the tongue tip starting to move up towards the alveolar ridge at the beginning of the [t] curve and then moving back down at the end. The one big curve over the whole word is the tongue-body gesture for [a]. Vowel gestures tend to start during a preceding consonant and continue into a following one; since this word has just one vowel gesture, it spans the whole word, including any space between [r] and [v].
- p. 394: The point about the abstractness of syllables is an important one. Just like stress or foot boundaries, syllable structure can't just be heard—it's part of the (phonologist's or learner's) analysis.
- pp. 396-403: Don't worry about understanding all the details of the three case studies; just focus on the evidence that intrusive vowels don't add a syllable.
- pp. 405-406: This should remind you of some of our discussion on Feb. 16.

Question—just a short one to practice the idea

1. Draw contrasting gestural representations for Mono [èbè] (p. 392) and [pélézū] (p. 392), showing the onset, target, center, release, and offset of each gesture. You can use the angular representation as on p. 404.

