

Midterm*due Wednesday, May 9th*

This midterm is due in class on Wednesday, May 9th. If you cannot attend class, be sure to make prior arrangements for handing in the exam. I cannot accept late exams, so be sure to start working on this early.

You may discuss this midterm with other students (or work on it in groups); however:

- (i) Limit your interaction to discussion of ideas; do not work out the solutions together. If you find yourself taking notes when talking to other students, you are going too far. Be sure to write up the results independently.
- (ii) If you work with others, list who you worked with.
- (iii) Please present your work as neatly and professionally as possible. Also, please write only on one side of the paper, use standard 8.5 x 11 paper, and staple the pages together.

1. Resyllabification versus Onset Promotion (30 points)

We have seen two ways that an onsetless syllable can get an onset:

- It can resyllabify the final consonant from the coda of a previous word to become the onset of an otherwise onsetless initial syllable. We call this rule “RESYLLABIFICATION”:

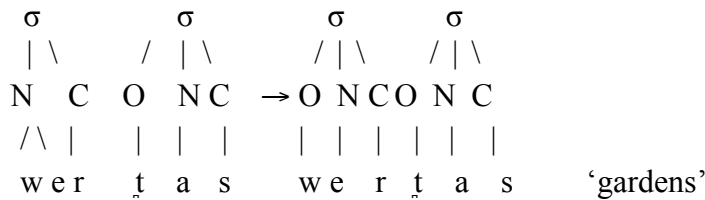
(A) RESYLLABIFICATION:

σ_1	σ_2		σ_1	σ_2
/ \	\		/	/ \
... C	N ...	→	... O	N ...
x #	y		x	y

Example:

σ	σ	σ		σ	σ	σ
/ \		/ \		/	/	/ \
O N C	N	O N C	→	O N	O N	O N C
l a s	#	a l a s		l a	s a l a s	‘the wings’

- It can ‘promote’ a semivowel from a semivowel-vowel diphthong in the nucleus of an otherwise onsetless syllable. Call this rule ONSET PROMOTION:



Assume that the Resyllabification and Onset Promotion rules are regular phonological rules, ordered with the other phonological rules. Indeed, Onset Promotion is listed on the Spanish Phonemics Handout, right after Syllabification. The point of this problem is to decide where to put Resyllabification.

Write a short essay that discusses the ordering of Resyllabification and Onset Promotion. In examples like /las werɾas/ ‘the gardens’, it seems that either the final /s/ from /las/ could resyllabify, or the /w/ from the diphthong could be promoted to onset – which takes precedence, and how can you use rule ordering to get the right result? Use the s-Voicing rule and the data in (1-6) to decide whether Resyllabification or Onset Promotion applies in these cases. That is, the two options, Resyllabification and Onset Promotion, make different predictions with respect to how s-Voicing will apply or fail to apply. Articulate what these different predictions are and then use the data to see which one is correct. Discuss what this reveals about the ordering of Resyllabification and Onset Promotion.

1. [las kásas] ‘the houses’
2. [las ízlas] ‘the islands’
3. [laz yémas] ‘the yolks’
4. [laz lósas] ‘the tiles’
5. [laz βákas] ‘the cows’
6. [loz wéβos] ‘the eggs’

2. Sibilants (40 points)

Spanish sibilants (‘s-like’ sounds) have been subject to a good deal of change, and are the locus of some current dialect variation. In the dialect we have been studying, there is one sibilant fricative phoneme (/s/) which is realized as [s] or [z], according to the rule of s-voicing:

(i) Sibilant Fricatives: /s/ (allophones: [s] and [z])¹ *Standard Latin American Spanish*

(ii) s-voicing: /s/ → [z] / ____ . C [voiced]

¹ For the purposes of this problem, ignore the [s] and [z] allophones produced by the Alveolar Fronting rule.

The following are data from four dialects of Spanish (somewhat idealized). Dialect A is the Standard Latin American dialect we have studied; its sibilant system is described in (i) and (ii) above. Dialect B is Castilian Spanish (spoken in Northern and Central Spain), Dialect C is Caribbean Spanish (e.g., as spoken in Cuba and Puerto Rico), and Dialect D is a variety of Andalusian Spanish (spoken in Southern Spain).

	<i>Dialect A</i>	<i>Dialect B</i>	<i>Dialect C</i>	<i>Dialect D</i>	<i>Orthography</i>	<i>Gloss</i>
a.	[kasár]	[kaSár]	[kasár]	[kaθár]	<i>casar</i>	‘to marry’
b.	[kasár]	[kaθár]	[kasár]	[kaθár]	<i>cazar</i>	‘to hunt’
c.	[mízmo]	[míZmo]	[míhmo]	[míhmo]	<i>mismo</i>	‘same’
d.	[suspiro]	[SuSpíro]	[suhpiro]	[θuhpiro]	<i>suspiro</i>	‘sigh’
e.	[dyézmo]	[dyédmo]	[dyéhmo]	[dyéhmo]	<i>diezmo</i>	‘tithe’
f.	[méskla]	[méθkla]	[méhkla]	[méhkla]	<i>mezcla</i>	‘mix’
g.	[moswélo]	[moθwélo]	[moswélo]	[moθwélo]	<i>mozuelo</i>	‘lad’
h.	[aswéto]	[aSwéto]	[aswéto]	[aθwéto]	<i>asuetto</i>	‘vacation’
i.	[sarsíyos]	[θarθíyos]	[sarsíyoh]	[θarθíyoh]	<i>zarcillos</i>	‘earrings’
j.	[sómos]	[SómoS]	[sómoh]	[θómoh]	<i>somos</i>	‘we are’

NOTE: [S] represents a voiceless, post-alveolar fricative; [Z] represents a voiced, post-alveolar fricative. I have only included dialect features pertaining to sibilants; there may be other differences as well, but we need not worry about them. Your job is to decide how best to describe dialects B, C, and D. In some cases there might be a different set of phonemes corresponding to the single phoneme in Dialect A; in some cases the rules governing the phonetic realization of this phoneme/these phonemes might be different. Propose how to deal with the differences.

You should write this as if it were a textbook on Spanish dialectology, written for linguists. Write a short section on each of the four dialects. Your write-up should include:

- (1) A description of the distribution of the relevant sounds, illustrated with examples.
- (2) The phonemic inventory of sibilant fricatives for each dialect (as in (i)).
- (3) The rule or rules that apply to these phonemes for each dialect (as in (ii)).
- (4) Some prose describing how these dialects are similar to and different from Standard Latin American Spanish and similar to and different from each other.
- (5) For each dialect, derivations of (c-e).

3. Ordering (30 points)

Consider the following data from Dialect C:

PHONETICS	ORTHOGRAPHY	GLOSS
a. [tyé.ne.héh.ɬoh]	<i>Tienes estos.</i>	‘You have these.’
b. [tyé.ne.séh.ɬoh]	<i>Tiene cestos.</i>	‘It has baskets.’
c. [tyé.ne.hé.soh]	<i>Tienes esos.</i>	‘You have those.’
d. [tyé.ne.sé.soh]	<i>Tiene sesos.</i>	‘It has brains.’

Without changing your rule(s) from Part 2, how can you account for these data through the ordering of your rule(s) from Part 2 and Resyllabification? Write a short essay that presents your analysis of these facts.

The example in (e) is from Dialect D. How is the resyllabification ordered in this dialect? Given this, what is the fundamental difference between dialects C and D?

PHONETICS	ORTHOGRAPHY	GLOSS
e. [ɖo.héw.roh]	<i>dos Euros</i>	‘two Euros’

The example in (f), also from Dialect D, should provide a challenge to your ordering analysis. Don’t attempt a solution, but be discuss clearly why it is a problem.

f. [tu.θó.xoh]	<i>tus ojos</i>	‘your eyes’
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Hint: In (a-f), the phonetic representations show the syllable boundaries *after* Resyllabification and other rules have applied. You want to start with a phonemic representation – the Spanish orthography should help you figure out where the word boundaries are *before* Resyllabification.