Phonology Practice Exercises
Linguistics 201

Tongan

Tongan is an Austronesian language which is spoken by about 100,000 people, primarily in the south Pacific, in places such as Tonga, American Samoa and Fiji. There are also a few speakers in North America, Australia and New Zealand.

Consider the Tongan data below and then answer the questions that follow.

1. [fata]	'shelf'	5. [sisi]	'grand'
2. [motu]	'island'	6. [mosimosi]	'to drizzle'
3. [motomoto]	'unripe'	7. [fesi]	'to break'
4. [movete]	'to come apart'		

What is the distribution of the phones [s] and [t] in Tongan? Are they separate phonemes, or are they allophones of the same phoneme?

If you think they are separate phonemes, state the evidence showing that the two sounds are contrastive. If you think they are allophones of the same phoneme, write a phonological rule that accounts for their distribution.

Sindhi

Sindhi is an Indo-European language which is spoken primarily in Pakistan by about 21 million people.

1. [pənu]	'leaf'	7. [tɔru]	'bottom'
2. [vədʒu]	'opportunity'	8. [kʰəto]	'sour'
3. [ʃeki]	'suspicious'	9. [bədʒu]	'run'
4. [gədo]	'dull'	10. [bənu]	'forest'
5. [dɔru]	'door'	11. [bɔtʃu]	'be safe'
6. [pʰənu]	'hood of snake'	12. [dʒədʒu]	'judge'

What is the distribution of the phones [p], [b] and [pʰ] in Sindhi? Are they separate phonemes, or are they allophones of the same phoneme? Give evidence for your answer by either providing a rule for the distribution of the allophones or a minimal pair for the phonemes.

Phonology Practice Problems With Answers

Terezinha Nunes

Phonology Practice Problems With Answers:

    Phonological Disorders in Children Mehmet S. Yavas,2018-10-26 Originally published in 1991 the recent developments in the study of phonological disorders in children had led to a fruitful interaction between speech pathology and phonology It is one aspect of the application of linguistic theory to the study of speech and language disorders which had opened up a new field clinical linguistics This book brings together the concerns of the linguist and the speech pathologist the essays chosen share the quality of not discussing theory or therapy without addressing the implications one has for the other By concentrating on recent work the editor hoped to stimulate further discussion in this important and fast growing area of research   **Research in Education** ,1974   The Educator-journal ,1904   Northwest Journal of Education ,1893

    Resources in Education ,1996   Inclusive Instruction Mary T. Brownell,Sean J. Smith,Jean B. Crockett,Cynthia C. Griffin,2012-04-19 This accessible book presents research based strategies for supporting K 8 students with high incidence disabilities to become accomplished learners The authors clearly describe the core components of effective inclusive instruction showing how to recognize and respond to individual students needs quickly and appropriately Teachers are provided with essential tools for managing inclusive classrooms planning a curriculum that fosters concept development across content areas promotes strategic learning and builds fluent skill use and integrating technology into instruction Case examples illustrate ways that special and general education teachers can work together successfully to solve complex learning problems and improve outcomes for students who are struggling   **The New Cambridge English Course 3 Teacher's Book** Michael Swan,Catherine Walter,Desmond O'Sullivan,1992-09-10 The New Cambridge English Course is a four level course for learners of English   **The New Cambridge English Course 4 Teacher's Book** Michael Swan,Catherine Walter,Desmond O'Sullivan,1993-06-24 The New Cambridge English Course is a four level course for learners of English   Inland Educator and Indiana School Journal ,1905   *Diagnosing Learning Disorders* Bruce F. Pennington,Lauren M. McGrath,Robin Peterson,Robin L. Peterson,2020-11-29 Description A definitive reference now extensively revised with 70% new material this book presents cutting edge knowledge on how learning disorders develop and how to diagnose and treat them effectively In additional to dyslexia and mathematics disabilities the book covers speech and language disorders attention deficit hyperactivity disorder autism spectrum disorder and intellectual disability Accessibly written it is grounded in genetics neuroscience and developmental neuropsychology Clinicians and educators are guided to make sense of children s impairments and strengths and make sound diagnostic decisions Best practices in intervention are reviewed User friendly features include case examples and summary tables in each disorder specific chapter Key words learning disabilities differential diagnosis identification classification reading mathematics difficulties impairments dyslexia dyscalculia special education classrooms interventions treatments assessments diagnostic instruments testing autism spectrum disorders Asperger syndrome intellectual disability mental retardation speech sound disorder language ADHD

attention deficit hyperactivity disorder instruction achievement specific learning disorder specific learning disability developmental neuropsychology brain neuroscience students children adolescents struggling learners special needs DSM5 DSMV etiology causes disabled children   *Uncommon Understanding* Dorothy V.M. Bishop,2014-02-04 A great deal has been written on how children learn to speak but development of language comprehension has been a relatively neglected topic This book is unique in integrating research in language acquisition psycholinguistics and neuropsychology to give a comprehensive picture of the process we call comprehension right from the reception of an acoustic stimulus at the ear up to the point where we interpret the message the speaker intended to convey by the utterance A major theme of the book is that comprehension is not a unitary skill to understand spoken language one needs the ability to classify incoming speech sounds to relate them to a mental lexicon to interpret the propositions encoded by word order and grammatical inflections and to use information from the environmental and social context to select from a wide range of possible interpretations the one that was intended by the speaker Furthermore although neuropsychological and experimental research on adult comprehension can provide useful concepts and methods for assessing comprehension they should be applied with caution because a sequential bottom up information processing model of comprehension is ill suited to the developmental context The emphasis of the book is on children with specific language impairments but normal development is also given extensive coverage The focus is on research and theory rather than practical matters of assessment and intervention Nevertheless while this book is not intended as a clinical guide to assessment it does aim to provide a theoretical framework that can help clinicians develop a clearer understanding of what comprehension involves and how different types of difficulty may be pinpointed   **How to Prevent Reading Difficulties, Grades PreK-3** Mark Weakland,2021-03-16 The science of reading meets the art of teaching readers Do you have the knowledge and instructional ability to effectively teach foundational skills and to support students who show signs of reading difficulties It is a tall order and one that challenges many new and veteran teachers How to Prevent Reading Difficulties Grades PreK 3 builds on decades of evidence and years of experience to help teachers understand how the brain learns to read and how to apply that understanding to Tier 1 instruction The book includes step by step descriptions of techniques for effectively teaching phonological awareness spelling phonics vocabulary and comprehension specific Tier 1 activities routines and frameworks that build and strengthen word recognition and language comprehension links to video demonstrations and online resources clear practical explanations of the science of reading including the Eternal Triangle and the Simple View of Reading to help teachers understand the fundamentals of the reading process recognize how difficulties arise and understand how to address them A book study guide is available on the Free Resources tab to provides group guidance on how to effectively teach foundational skills and to support students who show signs of reading difficulties Author Mark Weakland brings new energy to teaching high priority foundational skills By blending the science of reading with the best instructional practices that lead to authentic reading the ultimate goal of

balanced literacy teachers can prevent many reading difficulties in K 3 learners **School Record** ,1896 **Missouri School Journal** ,1896 **Clitics and Ellipsis** Arnold M. Zwicky,1980 *The New Cambridge English Course 2 Teacher's Book* Michael Swan,Catherine Walter,1990-06-28 The New Cambridge English Course is a four level course for learners of English **Handbook of Japanese Phonetics and Phonology** Haruo Kubozono,2015-03-10 This volume is the first comprehensive handbook of Japanese phonetics and phonology describing the basic phonetic and phonological structures of modern Japanese with main focus on standard Tokyo Japanese Its primary goal is to provide a comprehensive overview and descriptive generalizations of major phonetic and phonological phenomena in modern Japanese by reviewing important studies in the fields over the past century It also presents a summary of interesting questions that remain unsolved in the literature The volume consists of eighteen chapters in addition to an introduction to the whole volume In addition to providing descriptive generalizations of empirical phonetic phonological facts this volume also aims to give an overview of major phonological theories including but not restricted to traditional generative phonology lexical phonology prosodic morphology intonational phonology and the more recent Optimality Theory It also touches on theories of speech perception and production This book serves as a comprehensive guide to Japanese phonetics and phonology for all interested in linguistics and speech sciences *The Oxford History of Phonology* Bezalel Elan Dresher,Harry van der Hulst,2022 This volume is the first to provide an up to date and comprehensive history of phonology spanning the history of phonological thought from Panini to the latest advances in computational modelling and learning This in depth exploration provides new perspectives on where phonology has been and sheds light on where it could go next **Children's Speech Sound Disorders** Caroline Bowen,2009-04-13 Caroline Bowen s Children s Speech SoundDisorders will be welcomed by experienced and noviceclinicians clinical educators and students in the field ofspeech language pathology speech and language therapy for itspractical clinical focus Drawing on the evidence base wherepossible and making important theory to practice links overt Bowen enhances her comprehensive account of assessment and clinicalmanagement of children with protracted or problematic speechdevelopment with the addition of forty nine expert essays Theseunique contributions are authored by fifty one internationallyrespected academicians clinicians researchers and thinkersrepresenting a range of work settings expertise paradigms andtheoretical orientations In response to frequently asked questionsabout their work they address key theoretical assessment intervention and service delivery issues *The Sounds of Language* Elizabeth C. Zsiga,2013-01-29 The Sounds of Language is an introductory guide to the linguistic study of speech sounds which provides uniquely balanced coverage of both phonology and phonetics Features exercises and problem sets as well as supporting online resources at www wiley com go zsiga including additional discussion questions and exercises as well as links to further resources such as sound files video files and useful websites Creates opportunities for students to practice data analysis and hypothesis testing Integrates data on sociolinguistic variation first language acquisition and second language

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Table of Contents Phonology Practice Problems With Answers

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