Bonn Turkington

Dr. Spasovski

LIN 510

4/16/21

Final

Section 1: θæŋks neɪv raɪd baʊ rʌf

Knave, rough

Section 2: 1, 3, and 4 are NOT fricatives

Section 3: 2 (prize)

Section 4: 3 (sheen)

Section 5: (golf) Put and but show the difference between ʊ ʌ and foot and put (to place) are two minimal pair with ʊ while but and cut are minimal pair for ʌ specifically

Section 6: Choose and Jews show the difference between ʧ ʤ and chair and chore are two minimal pair with ʧ while just and jest are minimal pair for ʤ specifically

Section 7: Answer A

Section 8: Answer B (allophones of the same phoneme)

Section 9: (pictures inserted at the end of the document)

Section 10: a: microwave, b: violin, c: sofa/couch, d: slimehead (yes it's real, I picked it because it's fun to say…it's also incredibly ugly so be cautious if you look it up :P)

Section 11:

A: I think they have the same truth condition, in that the statement's condition relies on whether or not you ate turkey on a specific holiday. Unless the question is asking if every aspect of the sentence is exactly the same (meaning did it happen on the same day), in which case it is not the same. But assuming that the question asks whether they are based on the same thing (meaning you ate on a holiday) I would say they are the same. This is because the eating of turkey can be known to have happened on either holiday. But the specific time in which it is true is different. So I'm a bit confused, but hopefully expressed how I can see it's both true or false depending on what the question is really asking…okay, I'm looking at the other questions and going to say it's probably false, since the time of when the turkey was eaten changes, which likely changes the truth condition (as in, you could have eaten turkey on Thanksgiving but not New Year's and the condition is based on the time it was eaten as much as it is on what was eaten, so it's only half true in total, making them technically different truth conditions). Oi!

B: These are the same truth conditions. I know this because George Washington and the First President are the same person, and dental trouble is something he was known to have had.

C: These are both the same conditions, just worded in active versus passive voice. In both times the statement is true only if Susan did indeed close the door, which both are stating.

Section 12: Request-if a speaker requests the listener to pass them the flaming bowling pin for their juggling act, the speaker must believe that the action has not yet been done (they do not have the bowling pin), the speaker must want the pin (for their act, as opposed to a random passerby who probably would not want to hold the flaming bowling pin), they must believe that the hearer can do the act (they are performing together, for example, as opposed to asking over the phone), and the hearer must be willing to do it (I would guess anyone would be willing to get rid of a flaming bowling pin).

Section 13:

A: greetings

B: Politeness. Politeness is a way of strategically using grammar and other communicative tools strategically in various cultural settings. This could include knowing when to use terms like 'please and thank you', 'sir or ma'am', and 'may or can'. Politeness rules vary culturally (some cultures think directness is polite, while others think deference is polite).

C: Speaker Roles. Speaker roles is knowing that the expectations of a speaker change according to context. For example, turn-taking roles are different in a classroom (where you probably need to raise your hand and wait to be called on to speak) versus at home watching a football game with your family (where shouting over each other as plays happen is expected).

D: Turn Taking rules. Turn taking rules are similar to speaker roles but have more to do with the time between discussions during a conversation. For example, in America, taking a long time to respond to someone's inquiry or statement can seem rude and indicate either ignorance or carelessness. While, as according to the book, in some Native American cultures the wisest individuals will pause before answering or replying.

Section 14:

The North: One major feature of Northern dialects is the rotation of vowel space, which includes low and mid vowels. æ ɑ ɔ for example, a pronounced farther back and lower in the mouth than throughout the rest of US dialects. According to chapter 10, this is known as the Northern Cities Shift. Another feature of Northern dialects is the word 'with' used without an object noun phrase. An example of this is 'are you coming with?'. Finally, the 'needs+verb+ing statements. The car needs washing is used instead of the care needs to be washed.

The South: One feature of The South is that most speakers use glides after the vowels ɛ ɪ to create diphthongs instead of monophthongs. This makes words like 'net' more like nɛɪt. Another feature of the dialect is frequent use of the word 'fixin' to show intent to do something in the future "I'm fixin' to go fishing". Southern speakers also use double modal politeness, which means saying something like 'might could' or 'might should'.

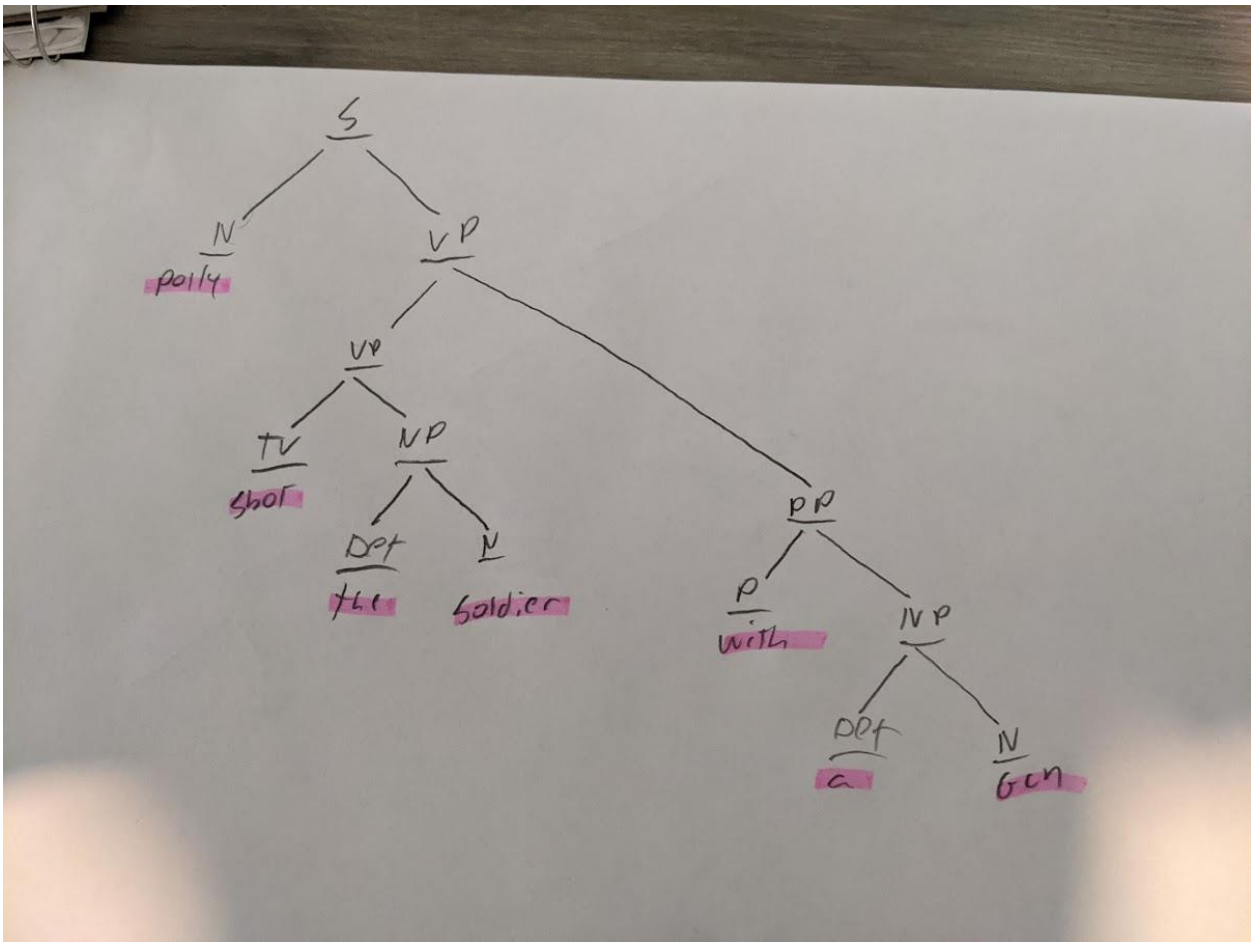
Section 15: (10.1.4)

One of the most important things I would point out about changing language is that it is natural and in no way a sign of superiority or inferiority. I would (in this imaginary world I have the book memorized) quote from the book from section 10.1.4 in relation to standard and non-standard dialects. A standard or prestige dialect is usually the one taught as an idealization and is used by those in higher socioeconomic statuses. However, and crucially, "There is nothing about the variety itself that makes it more prestigious than any other variety". What is standard now and frowned upon in general might have been reversed in the past. Double negatives (ain't not) were more common in Middle English. A user then might use double negatives and find it perfectly acceptable while being looked on with confusion or disdain by speaking according to today's standards.

Another important aspect about dialects and language is that various dialects, whether prestigious and primary or secondary and frowned upon, are based on rules. Just because someone consistently uses phrases like "I'm fixin to go with" in the south and "the table needs cleaned" are not what you hear on the news, but the use of with without an object noun phrase and the needs+verb+ing statement follows rules just as well as a prestige dialect heard on the local news or in a university. As the book continues, what is considered right and wrong is prescriptive, not descriptive. It changes.

To continue the discussion at the dinner table I would then try to steer the conversation to a more productive topic than simply saying one type of speaking is right and one is wrong. If indeed my theoretical relatives feel that language today is sloppy and deteriorating, it might be worth considering not the types of dialects and grammar, but the conversational rules they are using. Grice's Maxims would be worth discussing, as they allow for more depth of conversation. Let's imagine that someone at the dinner table specifically points out a teenager or young adult as an example of deteriorating language. It would be more beneficial to say that maybe they are either intentionally or ignorantly breaking a maxim, say of quality and quantity. Too much information or too little can make someone sound like they are speaking "wrong", when in reality it's just poor choices for communication. It would be wise to point out anyone and everyone can enhance their ability to communicate with others effectively regardless of the dialect or their regional variations. Regardless of dialect, someone who is consistently ambiguous would be hard to understand. Improving communications skills would be beneficial for that individual, but it would in no

way indicate a degradation of language. Rather, it would show that competence exists *within* dialects, competence is not a dialect itself. Everyone could stand to learn to communicate better whether they say y'all, may I, borrow me that, ain't not, or to boldly go.



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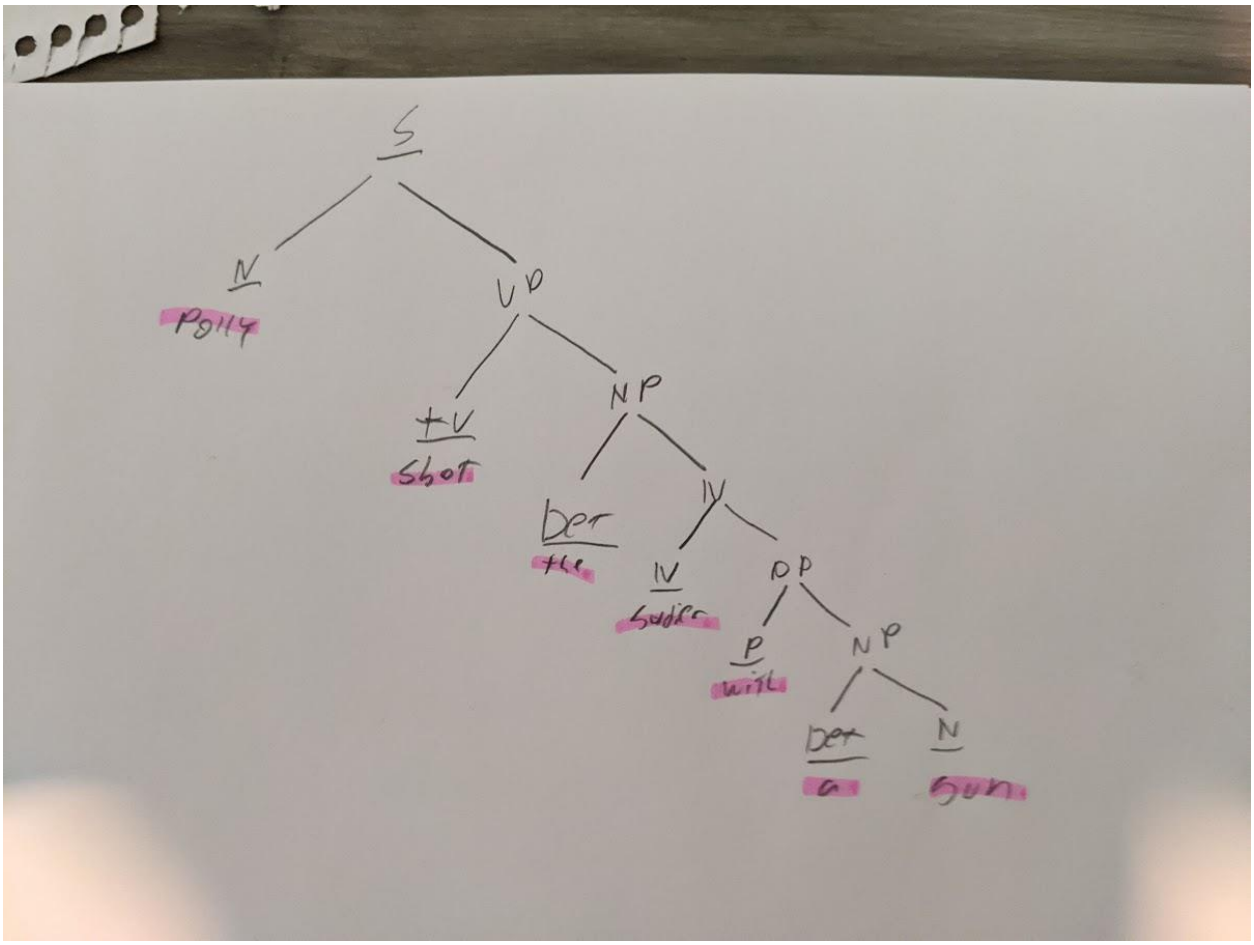
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