I. Types of phonological change. Write the type of phonological change (assimilation, metathesis, etc.) exemplified by the underlined portions in the following examples.

1. _______________  English *glamor* comes from the word *grammar*, an obvious connection to us linguistics, though the original connection was the association of learning with magic.

2. _______________  You might get rich if you are a good *athlete*.

3. _______________  If you *lose* something you become *forlorn*, because ‘forlorn’ was the past participle of ‘lose’ in Old English.

4. _______________  The bubble gum addict was very disappointed when he was assigned to a *gum boat* and all they did was blast away at other ships with their guns.


6. _______________  I was surprised with the theater usher said, “*I’ll sew you to your sheets.*”

7. _______________  I’m not *familiar* with your *family*.

8. _______________  Do you usually spend vacations with your *fambly*?

9. _______________  That would *piss me off*. Does it *pishu off* too?
II. **Strength hierarchies.** Below are some word sets where, in comparable environments, certain segments have undergone changes that other segments have not undergone. Explain these different results in terms of phonological strength hierarchies.

1. English has singular/plural pairs of the following types. Account for the differences in the **ROOTS** between Group 1 and Group 2. **NOTE:** IN MIDDLE ENGLISH, THE NOUN WITH A PLURAL SUFFIX WOULD HAVE ENDED IN [as] in all nouns.

   **Group 1:**
   - cap [kæp] caps [kæp-s]
   - doubt [dawt] doubts [dawt-s]
   - clock [klak] clocks [klak-s]

   **Group 2:**
   - calf [hæf] calves [hæf-z]
   - house [haws] houses [hawz-az]
   - cloth [klaθ] cloths [klaθ-z]

2. Here are some words in Old English with their Modern English counterparts. Account for the differences in outcome of the segment following the initial s-between OE and MnE.

   spillan [spilan] spill
   spura [spura] spur
   stician [stikian] stick
   stubb [stub] stub
   scip [skip] ship
   scufan [skufan] shove

3. Explain the difference in the development of **NASALS** in Old English vs. other West Germanic languages (represented by German).

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<th>Old English</th>
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<tr>
<td>nèowe ‘new’</td>
<td>nægl ‘nail’</td>
<td>winnan ‘fight’</td>
<td>sunne ‘sun’</td>
<td>fif ‘five’</td>
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<td>Nagel</td>
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<td>Gewinnen ‘win’</td>
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III. Indo-European sound changes. In the box put the letter of the most appropriate explanation for the underlined correspondences. In each case, the first word cited is from a Germanic language and the second word is from a language belonging to some other Indo-European group.

(a) Grimm’s Law
(b) Grassmann’s Law accounts for an apparent exception to Grimm’s Law.
(c) Verner’s Law accounts for an apparent exception to Grimm’s Law.
(d) A particular sequence of consonants accounts for an apparent exception to Grimm’s Law.
(e) Borrowing from one language to the other accounts for an apparent exception to Grimm’s Law.
(f) The correspondence cannot be explained by any of the above.

1. □ English nightin-gale; Greek kikhle ‘thrush’ (from an IE word meaning ‘sing’)
2. □ English nightin-gale; Greek kikhle ‘thrush’ (from an IE word meaning ‘sing’)
3. □ English cichlid [siklid] type of tropical fish; Greek kikhle type of colorful fish (same word as ‘thrush’ above, maybe because of reference to colors or shape of fins)
4. □ English cichlid [siklid] type of tropical fish; Greek kikhle type of colorful fish (same word as ‘thrush’ above, maybe because of reference to colors or shape of fins)
5. □ English tug; Latin ducere ‘to lead’
6. □ English tug; Latin ducere ‘to lead’
7. □ English spade; Greek spathe ‘broad blade’
8. □ English spade; Greek spathe ‘broad blade’