

The Sounds of Spanish: Analysis and Application, by Robert M. Hammond
Chapter 1 review questions

1. What is the difference between positive transfer and negative transfer?
2. What is the difference between a phonological representation and a phonetic representation?
3. In a phonological rule, can the application of a sound change be affected by the surrounding sounds?
4. Is a particular phoneme always pronounced the same way?
5. Are there more written or spoken languages in the world?
6. What aspects of a language eventually change over time?
7. Why do some people feel that dialects are a corruption of a language?
8. What is the function of phonotactic rules?
9. Why could the fact that all languages have a way of referring to chronological time by being able to distinguish present and past events be thought of as a linguistic universal?
10. Why is language one of man's most important possessions?
11. Is it possible to speak a language correctly without having formally studied its grammar?

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Chapter 2 review questions

1. What is the most important difference between orthographic symbols and phonetic symbols?
2. Is Spanish a phonetic language? Why or why not?
3. Provide three pairs of English words where the same letter has different pronunciations.
4. Provide three pairs of Spanish words where the same letter has different pronunciations.
5. What was the English nonce form *ghoti* invented to illustrate?
6. What type of boundaries in the English expressions *nitrate* and *night rate* help to illustrate pronunciation differences in these items?
7. What are the two silent letters that occur in the Spanish spelling system?
8. List two Spanish consonant letters that have different pronunciations depending on what segment follows them?
9. Do Spanish *seseo* or *distinción* dialects have more phonemes?
10. When do the Spanish consonant letters “j” and “g” have the same pronunciation?
11. What is the place of articulation for the Spanish /t̪/ and /d̪/? For the English /t/ and /d/?
12. What is the function of the dieresis in Spanish? What letter may it appear over?
13. Do the Spanish words *baca* and *vaca* have the same or different pronunciations?
14. In Non-Andalusian Peninsular Spanish, do the letters “s”, “z”, and “c” before front vowels all have the same pronunciation?

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Chapter 3 review questions

1. List all of the resonating speech cavities.
2. List all of the active speech articulators.
3. What is the difference between an active articulator and a resonating cavity?
4. Do fricative sounds involve stopping the breathstream?
5. What makes a sound voiced?
6. Where are the vocal folds located?
7. What is the active articulator involved in the production of the Spanish [m]?
8. Comparing the high front vowel [i] and the low vowel [a], is the oral cavity larger in the production of [i] or [a]?
9. List three sounds of English that are complex articulations.
10. What is the principal articulatory difference between the sounds [s] and [z]?
11. What other group of sounds are nasal consonants most articulatorily similar to?
12. Where is the glottis located? What is its function in speech production?

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Chapter 4 review questions

1. How are vowels different from all other speech sounds?
2. How many vowel phonemes does Spanish have?
3. How many vowel phonemes does English have?
4. Does lip configuration affect vowels?
5. How many vowel *sounds* does Spanish have?
6. How is the relative degree of obstruction to the outward airflow in the oral cavity related to the articulation of vowels and consonants?
7. Why is labialization (lip-rounding) considered to be a redundant feature of back vowels in both Spanish and English?
8. When the distal region of the velum is lowered, what type of speech sound is produced?
9. On a functional basis, how do vowels differ from consonants in Spanish? Is this situation the same or different in English?
10. How many vowel *letters* does the Spanish word *despliegue* contain? How many vowel *sounds* does it contain?
11. Why are vowels considered sonorants?
12. On what basis are some vowels classified as front vowels?
13. On what basis are other vowels classified as high vowels?
14. Are Spanish vowels or English vowels generally more tense?
15. List three characteristics of English vowels never found in Spanish vowels.

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Chapter 5 review questions

1. What are the different types of consonants?
2. What is the active articulator for all nasal consonants?
3. What are the two types of liquid consonants?
4. Does lip configuration affect consonants?
5. What is the function of consonants in the Spanish syllable?
6. Give three examples of Spanish words that begin with two consecutive consonant *sounds*.
7. Are there Spanish words that begin with three consecutive consonant *sounds*? If so, give an example.
8. Which of the active articulators is the most frequently used in the articulation of Spanish consonant sounds?
9. Which family of consonant sounds is the most vowel-like?
10. Which family of consonant sounds is the most consonant-like?
11. Give an example of two Spanish consonants which are sometimes rounded?
12. How many consonant *letters* does the Spanish word *despliegue* contain? How many consonant *sounds*?
13. How many voiced fricative phonemes are there in Spanish? How many in English?
14. Are fricatives or affricates more consonant-like sounds? Why?
15. What are the different families of consonant sounds?

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Chapter 6 review questions

1. Are sonorants naturally voiced?
2. Are obstruents naturally voiced?
3. Are glides considered obstruents or sonorants? Why?
4. Why are nasals considered sonorants while voiced stops are obstruents?
5. Are voiced or voiceless obstruents more vowel-like? Why?
6. What family of sounds is the least homogeneous? Why?
7. What are the two primary criteria utilized to classify obstruents and sonorants?
8. Why is it more difficult to produce voiceless sonorants than voiced sonorants?
9. Why are fricatives considered to be the least consonant-like group among the obstruents?
10. Which of the Spanish vowels is the most vowel-like? Which are the most consonant-like?

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Chapter 7 review questions

1. What is an allophone? How is it different from a phoneme?
2. What is the difference between complementary distribution and free variation?
3. List a consonant phoneme which is found in both English and Spanish.
4. List a vowel phoneme found in English which is not found in Spanish.
5. Give an example of two phonemes in Spanish that do not occur in English.
6. Give an example of two sounds that are phonemes in English, but are allophones in Spanish.
7. Give an example of a minimal pair in both Spanish and English.
8. List two phonemes in English that never occur in word-initial position.
9. List one phoneme in English that never occurs in word-final position.
10. List one phoneme in Spanish that never occurs in word-initial position.
11. List five phonemes in Spanish that never occur in word-final position.
12. Since we know that the combination of sounds [ɔ̃s] ‘bone’ (with a short “o”) and [ōs] ‘mouth’ (with a long “o”) in Classical Latin are two different words, must we conclude that vowel length in Classical Latin is phonemic or allophonic?
13. Which of the following sounds does not occur in Spanish as a phoneme?
a) [v] b) [e] c) [s] d) [r] e) [ɲ]
14. Which unstressed vowels are least frequent at the end of Spanish words?
15. Which consonants are permissible at the end of native Spanish words?

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Chapter 8 review questions

1. Are any English vowels diphthongized?
2. Are any Spanish vowels diphthongized?
3. What types of speech rhythms best describe English and Spanish?
4. Does syllable stress affect how English vowels are pronounced? Do Spanish vowels behave the same way?
5. Is the letter “u” of the Spanish word *guanábana* pronounced? If so, is it a vowel, a glide, or a fricative?
6. Are tense vowels diphthongized in Spanish? In English?
7. Is the letter “u” of the Spanish word *pingüino* pronounced? If so, is it a vowel, glide, or fricative?
8. What is the principal articulatory difference between a vowel and a glide?
9. Is the letter “i” of the word *hierba* a vowel, glide, or fricative?
10. Both English and Spanish have a low central vowel phoneme. Which is articulated further forward in the mouth?
11. How is the letter “u” of the Spanish word *guineo* pronounced?
12. When are the Spanish vowel letters “i” and “u” pronounced as glides?
13. When are the Spanish vowel letters “i” and “u” pronounced as fricatives?
14. In the Spanish word *buitre* is the “u” or the “i” pronounced as a vowel?
15. How many vowel sounds are there in the Spanish word *río*? In *rió*?
16. Under what conditions are English vowel phonemes reduced (centralized and/or raised)?
17. Under what conditions are Spanish vowels reduced?
18. Which vowel sounds are linguistically identical in English and Spanish?
19. Why is it important to not reduce unstressed vowels in Spanish?
20. Why is the pronunciation *[síʏ] for the Spanish word *si* unacceptable?

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Chapter 9 review questions

1. What letters can represent the Spanish glide /y/?
2. Does the glide /y/ appear in more phonological contexts in English or in Spanish?
3. List two cognate words that are pronounced differently in English and Spanish involving the [y] sound.
4. What letters can represent the Spanish glide /w/?
5. Does English have the same labio-velar glide as Spanish? How is it similar or different?
6. Is the letter “y” of the Spanish word *rey* pronounced as a vowel, fricative, or glide?
7. The Spanish process of diphthongization requires what three requisites?
8. The Spanish palatal glide /y/ is most similar to what Spanish vowel?
9. Although the letter “y” of the Spanish word *ley* is a glide, what is the letter “y” in the plural *leyes*?
10. Why is the “i” of the Spanish word *panadería* pronounced as a vowel and not as a glide?
11. How do the palatal glides in Spanish and English differ phonetically?
12. It has been stated that one of the major problems English speakers encounter with the Spanish palatal glide is learning to pronounce it in Spanish syllable positions where it never occurs in American English. Explain this claim.
13. Why is an English speaker likely to pronounce a Spanish word such as *biblia* with three syllables rather than two?
14. Why do English speakers often insert an extra segment in Spanish words such as *Cuba* and *música*?
15. Why do English speakers sometimes incorrectly pronounce a Spanish word such as *cordial* with [j] instead of [ɰy]?
16. Why is the letter “u” in the Spanish word *ataúd* pronounced as a vowel and not a glide?
17. What is the most significant articulatory difference between the American English labio-velar glide and its Spanish counterpart?
18. The Spanish labio-velar glide is frequently found after most initial consonants and before many vowels. What difficulty does this distribution of /w/ pose for English speakers learning to pronounce Spanish?
19. Why is an English speaker likely to pronounce a Spanish word such as *trueco* with three syllables rather than two?
20. Why do English speakers frequently insert an extra segment in Spanish words such as *evacuar* and *manual*?
21. Why do English speakers sometimes incorrectly pronounce a Spanish word such as *gradual* with [j] instead of [ɰw]?
22. Why is the “u” of the Spanish word *hueso* pronounced as a fricative and not as a glide?

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Chapter 10 review questions

1. What are the three components of the Spanish syllable?
2. Can a Spanish syllable have more than one vowel? Can it have more than one consonant?
3. Does a Spanish syllable have to contain a consonant?
4. Is /rs/ a possible syllable coda in Spanish? What about /mp/? Are these possible syllable codas in English? Provide examples for the possible codas.
5. Is /fr/ a possible syllable onset in Spanish? Is it a possible onset in English? Provide examples for the possible onsets.
6. What is the only obligatory element of the Spanish syllable?
7. It is claimed that the universal syllable-type is CV. What does this claim mean?
8. Do sonorancy values typically increase or decrease in syllable onsets? Provide an example in both Spanish and English.
9. Do sonorancy values typically increase or decrease in syllable codas? Provide an example in both Spanish and English.
10. What part of the syllable is its most perceptually prominent element?
11. List the nine different Spanish syllable templates. Which of these is most frequent in the language? Which is the least frequent?
12. List the templates for the four possible syllable onsets in Spanish and give a Spanish word as an example of each.
13. What is the only Spanish phoneme that cannot occupy the word-initial position in Spanish?
14. What are the two basic configurations for two-consonant syllable onsets in Spanish?
15. Are syllable onsets consisting of a liquid plus a glide possible in Spanish? If so, provide examples.
16. In Spanish onsets that consist of a stop plus a liquid, what two combinations are impossible?
17. Spanish phonotactics permit only which seven consonant phonemes to occupy the initial slot of CCC onsets?
18. In all Spanish CCC onsets, what type of segment must the second element be?
19. What class of sounds may occupy the final element of all Spanish CCC onsets?
20. Which vowels may occupy the nucleus position in a Spanish syllable?
21. Which consonants may serve as a syllable nucleus in English? In Spanish?
22. List the templates for the three possible syllable codas in Spanish and give a Spanish word as an example of each.
23. Do word-internal syllable codas differ from word-final syllable codas in Spanish? How?

24. In addition to the seven possible word-final consonant codas permitted in Spanish, which other seven consonants may occupy word internal codas?
25. Are word-final codas consisting of two consonants permitted in Spanish? Are word-internal CC codas permitted? If so, give several examples.

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Chapter 11 review questions

1. What is a diphthong?
2. Can a diphthong consist of two vowels or two glides?
3. Can a triphthong contain two vowels? Can it contain two glides?
4. Show the syllabification for the following Spanish words: *veinte*; *ciudad*; *farmacia*; *continúo*; *deuda*; *cuidado*; *caigo*; *continuo*; *Sahara*; *suave*; *oigo*; *Laos*; *saeta*; *siete*; *autor*.
5. In casual spoken Spanish, do word boundaries affect syllabification?
6. What is the effect of stress on high vowels and diphthongization?
7. When two unstressed high vowels are in contact, what is the Spanish rule that determines which of these two high vowels is a vowel and which is the glide?
8. In normal speech, when two non-high vowels are in contact in Spanish, do they belong to the same or different syllables?
9. Part of the Spanish glide-formation rule states that any non-syllable-initial unstressed high vowel phoneme in contact with any other non-high vowel phoneme is pronounced as a glide. Give examples of four Spanish words that illustrate this portion of the glide-formation rule.
10. Which Spanish vowel is [+high] and [+round]? Which Spanish glide is [+high] and [+round]?
11. Which Spanish vowel is [+high] and [-round]? Which Spanish glide is [+high] and [-round]?
12. In the following phrases, which letter is pronounced as a glide: *mi edad*; *recibí estufas*; *se hunde*; *se ubica*; *busco higos*; *sentó y gritó*; *su interés*; *caos u orden*; *su ave*; *perdí originales*; *suave*; *si olvida*; *la irlandesa*; *la india*; *mi único*; *bambú esférico*; *mi amigo*; *bambú antiguo*.
13. A combination of a glide phoneme and an adjacent vowel phoneme, i.e., /GV/ or /VG/, produces what structure in Spanish?
14. Identify the diphthong in each of the following Spanish words: *siete*; *ciudad*; *dueño*; *acción*; *bou*; *farmacia*; *deuda*; *caigo*; *cuota*; *oigo*; *cuidado*.
15. What are the two possible structures of a Spanish diphthong? Which is a falling diphthong? Which is a rising diphthong?
16. What is the only possible structure of a Spanish triphthong?
17. Identify the triphthong in each of the following Spanish expressions: *antiguo ultraje*; *inopia humana*; *fue imposible*; *pie ulceroso*; *limpió uñones*; *antigua unión*; *cambió historia*; *fue urgente*.
18. Identify the triphthong in each of the following Spanish words: *estudiés*; *buey*; *Paraguay*; *cambiás*; *Uruguay*.
19. Spanish syllabification rule #1 states that a single consonant is always assigned to the onset position of the following syllable. Give three words as examples that illustrate this principle.

20. The first part of Spanish syllabification rule #2 states that two contiguous consonants are divided, with the first being assigned to the coda of the preceding syllable and the second to the onset position of the following syllable *except* if the two consonants consist of one of the twelve indivisible Spanish consonant clusters. Give three examples of words that illustrate this principle.
21. The second part of Spanish syllabification rule #2 states that if these two contiguous consonants are one of the twelve indivisible Spanish consonant clusters, then they are both assigned to the onset position of the following syllable. Give examples of three words that illustrate this principle.
22. The first part of Spanish syllabification rule #3 states that the first two of three contiguous consonants are assigned to the coda of the preceding syllable and the third to the onset position of the following syllable *except* if the last two consonants consist of one of the twelve indivisible Spanish consonant clusters. Give examples of three words that illustrate this principle.
23. The second part of Spanish syllabification rule #3 states that if the second two of three contiguous consonants are one of the twelve indivisible Spanish consonant clusters, then they are both assigned to the onset position of the following syllable and the first consonant serves as the coda of the preceding syllable. Give examples of three words that illustrate this principle.
24. Spanish syllabification rule #4 states that in sequences of four consecutive consonants, the first two segments are always assigned to the coda position of the preceding syllable and the remaining two consonants become the onset of the following syllable. Provide examples of two Spanish words that illustrate this principle.
25. Spanish syllabification rule #5 states that contiguous vowel phonemes across word-boundaries are assigned to different syllables unless they form a diphthong or triphthong. Give several examples of both of these possibilities.

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Chapter 12 review questions

1. Which of the Spanish voiceless stops is pronounced most differently from English?
2. Are there different possible phonetic realizations of any of the Spanish voiceless stops? If so, list examples.
3. Is the tap allophone appropriate in some contexts in English? What about in Spanish?
4. Is the phonetic distribution the same for Spanish /p/, /t̟/, /k/, and /ç/? List any differences.
5. Does the Spanish phoneme /ç/ occur in word-final position? In syllable-final position within a word? Does it occur in these two environments in English?
6. What important aspect of English voiceless stops must English speakers learn to suppress in their pronunciation of Spanish?
7. What type of distribution pattern are the two principal allophones of the English voiceless stops found in: complementary distribution or free variation?
8. Which is the most frequent pronunciation of the voiceless stops in English: aspirated, unaspirated, or unreleased?
9. Which is the most frequent pronunciation of the voiceless stops in Spanish: aspirated, unaspirated, or unreleased?
10. Why are voiceless stops considered to be the most consonant-like sounds in human language?
11. Do the three voiceless stops of Spanish and English all have the same places of articulation?
12. What phonetic environments does the phoneme /p/ appear in English? In Spanish?
13. In what environments do the three allophones of /p/ appear in English?
14. Which two allophones of English /p/ must English speakers learn to suppress in Spanish?
15. Where is /t̟/ articulated in Spanish? Where is /t/ articulated in English?
16. What phonetic environments does the phoneme /t̟/ or /t/ appear in English? In Spanish?
17. In what environments do the three allophones of /t/ appear in English?
18. Which three allophones of English /t/ must English speakers learn to suppress in their Spanish pronunciation of /t̟/?
19. Does the flap allophone of English /t/ occur in Spanish? If so, is it a possible pronunciation of /t̟/?
20. In what specific environment does the English tap allophone of /t/ occur? Give an example of an English word with this tap allophone of /t/.
21. What phonetic environments does the phoneme /k/ appear in English? In Spanish?
22. In what environments do the three allophones of /k/ appear in English?
23. Which two allophones of English /k/ must English speakers learn to suppress in Spanish?
24. How is the phoneme /k/ spelled in English? In Spanish?

25. What phonetic environments does the phoneme /č/ appear in English? In Spanish?
26. In what environments do the two allophones of /č/ appear in English?
27. Which allophone of English /č/ must English speakers learn to suppress in Spanish?
28. How is the phoneme /č/ spelled in English? In Spanish?
29. Why is it important for English speakers to learn to suppress the tap allophone as a pronunciation of /t/ in Spanish? Can this improper tap pronunciation of /t/ cause semantic confusion?

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Chapter 13 review questions

1. Which of the Spanish voiced stops is pronounced most differently from English?
2. Are there different possible phonetic realizations of any of the Spanish voiced stops? If so, list examples.
3. Does the Spanish phoneme /b/ occur in word-final position? In syllable-final position within a word? Does it occur in these two environments in English?
4. What new important pronunciation of Spanish voiced stops must English speakers learn in their pronunciation of Spanish?
5. What type of distribution pattern are the two principal allophones of the English voiced stops found in: complementary distribution or free variation?
6. Which is the most frequent pronunciation of the voiced stops in English: aspirated, unaspirated, or unreleased?
7. Which is the more frequent pronunciation of the voiced stops in Spanish: the stop or fricative allophone?
8. Why are voiced stops considered to be the less consonant-like sounds than voiceless stops?
9. Write a phonetic transcription for the Spanish phrase *los bobos*.
10. Is the sound [v] a possible pronunciation for the letter “v” in Spanish, such as in the word *venir* in standard Spanish?
11. In which parts of the Spanish-speaking world does the stop allophone [b] of the phoneme /b/ appear after glides and other consonants?
12. In what phonetic environment does [p] appear as a pronunciation of the phoneme /b/ in some dialects? What phonological process is this an example of?
13. Does the Spanish phoneme /d̪/ occur in word-final position? In syllable-final position within a word? Does /d/ occur in these two environments in English?
14. What type of distribution pattern are the two principal allophones of the Spanish voiced stops found in: complementary distribution or free variation?
15. In Spanish, how is the distribution of the two principal allophones of /d̪/ different from those of the phoneme /b/?
16. Where is the Spanish /d̪/ articulated? The English /d/?
17. Write a phonetic transcription for the Spanish word *aldea*.
18. In which specific environments does the voiced apico-dental slit fricative allophone of /d̪/ appear in some Spanish dialects?
19. Write a phonetic transcription for the Spanish phrase *los dedos*.

20. In some Spanish-speaking regions, such as parts of Colombia and in El Salvador, Honduras, Nicaragua, and highland Venezuela, what allophone of [d̥] is found after glides and after other consonants besides nasals and /l̄/?
21. Does the Spanish phoneme /g/ occur in word-final position? In syllable-final position within a word? Does it occur in these two environments in English?
22. Is the distribution of the two principal allophones of Spanish /g/ different from those of the phoneme /b/? From those of the phoneme /d̥/?
23. Which specific phonetic environments does the stop allophone of the Spanish phoneme /g/ appear in?
24. Write a phonetic transcription of the Spanish phrase *el gato*.
25. In which parts of the Spanish-speaking world does the stop allophone [g] of the phoneme /g/ appear after glides and other consonants?
26. What are the two primary orthographic representations of the letter “g” in Spanish?
27. Which of the Spanish voiced stop phonemes appears in word-final environments? Give an example of a Spanish word with word-final /d̥/.