

Consonant patterns in child phonology (some examples)

In most cases, children's *underlying* forms are identical or very similar to adult forms. (How do we know this?) Therefore, most differences between the child and adult *surface* forms are caused by the child's phonological grammar, which has not yet reached the adult state.

For each of these data sets, find the systematic patterns in the child's data. (Focus on consonants here—don't worry about vowels and diphthongs.)

- How does the child's grammar differ from the target adult grammar? Work out specific answers, and think about this question in general terms as well.

(1) A child acquiring British English (age 2 yrs 2 mos)

<i>spoon</i>	[bu:n]	<i>bus</i>	[bʌt]
<i>zoo</i>	[du:]	<i>John</i>	[dɔn]
<i>other</i> [ʌðə]	[ʌdə]	<i>bump</i>	[bʌp]
<i>scream</i>	[gi:m]	<i>skin</i>	[gin]
<i>uncle</i>	[ʌgu]	<i>Smith</i>	[mit]
<i>new</i> [nju:]	[nu:]	<i>brush</i>	[bʌt]
<i>apple</i>	[ɛbu]	<i>bath</i> [ba:θ]	[ba:t]
<i>play</i>	[be:]	<i>tent</i>	[dɛt]
<i>swing</i>	[wiŋ]	<i>crumb</i>	[gʌm]

(2) Another child acquiring English (age 1 yr 6 mos)

<i>soap</i>	[dɔwp]	<i>bib</i>	[bɛ]
<i>feet</i>	[bit]	<i>slide</i>	[daɪ]
<i>sock</i>	[kʌk]	<i>dog</i>	[dʌ]
<i>goose</i>	[gos]	<i>cheese</i>	[tʃis]
		<i>shoes</i>	[dus]